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Kindergarten



State of Iowa
1966

KINDERGARTEN HANDBOOK

A Revision of
*Portfolio for Teachers of
Five-Year-Old Children*

Issued by
Iowa State Department of Public Instruction

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FOREWORD

As stated in the foreword of the 1954 edition of the *Portfolio for Teachers of Five-Year-Old Children* and still true today,

The readiness and need of five-year-old children for educational experience outside of the home has been recognized and provided for by the laws of the State of Iowa for a great many years. This is fortunate since recent studies of child development, mental hygiene, family life, and the psychology of learning all confirm the fact that the child of five is ready for school. Parents and others most concerned with the welfare of the young children of Iowa are in a position to turn with teachers toward the task of improving the program and facilities already established for the education of Iowa's five-year-olds.

Revision of the Iowa kindergarten handbook permits an opportunity for our beliefs to be restated.

We believe:

- each child has the right to grow and develop emotionally, physically, socially, and intellectually,
- attendance at school for the five-year-old should be one-half day in length,
- the kindergarten should be a laboratory for social and other developmental activities,
- the kindergarten should provide a wholesome workshop atmosphere,
- each phase of a child's growth pattern should receive attention,
- each child who enters kindergarten should have the opportunity to experience success, and
- the first responsibility of the school to these young children is that of developing them in the ways which will permit them to live happily, successfully, and responsibly in a social group controlled by the principles of democracy.

PAUL F. JOHNSTON
State Superintendent of Public Instruction

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Appreciation is expressed to the Iowa educational consultants, who during in-service sessions, discussed the original *Portfolio for Teaching the Five-Year-Old* and who in specific cases assisted in the final reading of the manuscript.

Gratitude is expressed to Dr. Lillian Gore, consultant in nursery and kindergarten education, U. S. Office of Education, Washington, D. C., who initiated the evaluation of the original *Portfolio* with a group of educational consultants in a workshop conference, and to Dr. Florence Beardsley, visiting consultant from the Department of Elementary-Kindergarten-Nursery Education, National Education Association, Washington, D. C., who shared beliefs in the education of kindergarten children with elementary educators from five major Iowa school communities.

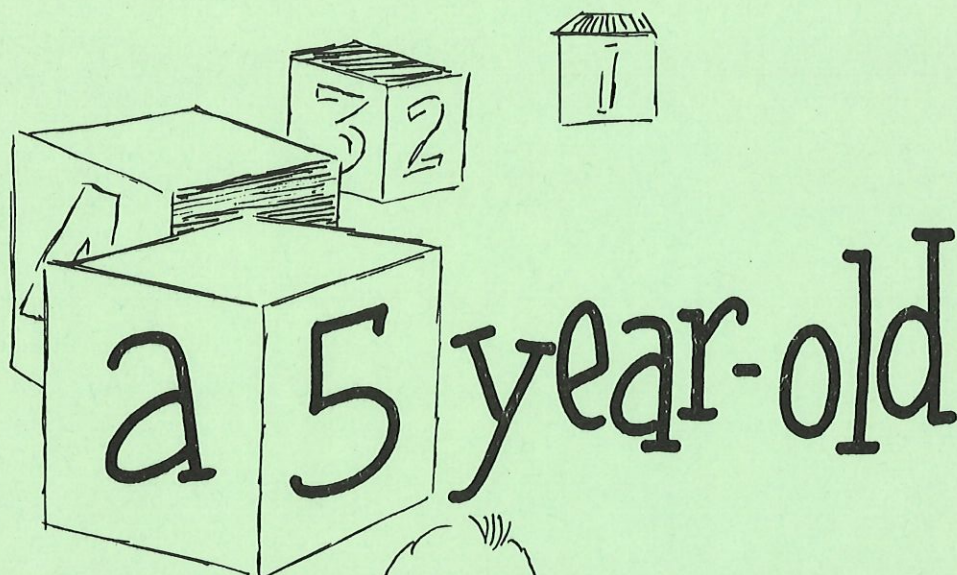
Appreciation is extended to the elementary supervisors and consultants within Iowa school systems who provided time for discussions with kindergarten teachers on various aspects of kindergarten programs, and for the individual points of view related to the education of the five-year-old child.

Gladys H. Horgen, Elementary
Consultant in Charge of Revision
of the Kindergarten Handbook

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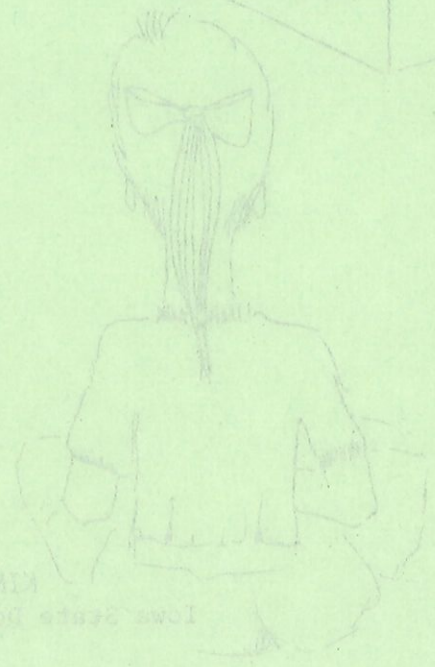
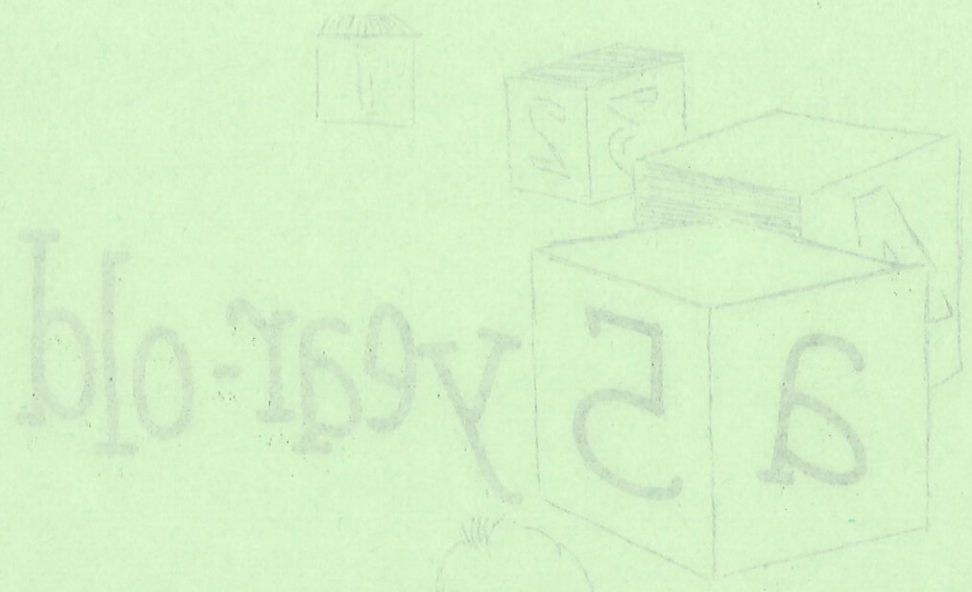
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What It Means To Be



Section A
KINDERGARTEN HANDBOOK
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Des Moines
1966

What It Means To Be



Section A
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Des Moines
1968

WHAT IT MEANS TO BE A FIVE-YEAR-OLD

Today, knowledge of growth and development of five-year-old children presents the foundations and requirements for their initial educational program. Administrators and teachers recognize the fact that five-year-olds do not sit for lengthy periods of instruction. These adults realize that to be a five-year-old means...

1. *To be active.*

Activity for the young child is a means to full body development and is absolutely necessary to growth and health. Health, of course, definitely includes mental health. Restraining the normal tendency to be active causes fatigue, frustration, and withdrawal, depending upon the disposition of the child.

Activity for the young child is an important means to learning. "We learn to do by doing." The young child is quite dependent upon what he can experience first hand. He needs to see, to feel, and to react with his muscles. He likes to run and jump and shout.

At five, his large muscles are better developed than his small muscles. He can learn to skip, hop, and climb. The five-year-old has tremendous drive for physical activity which includes running and jumping, tumbling and rolling, pushing and pulling, tugging and dragging, lifting and carrying.

2. *To be easily fatigued.*

The child of five is normally full of energy and drive, but he cannot sustain activity beyond a certain point. He does not have the endurance of an adult for "repeat" movements such as are required in just walking along. He is inactive for only short periods of time, which indicates the need for frequent change in activities.

He needs opportunity, therefore, to relax often. To require children to follow teacher direction continuously throughout the school day may cause serious strain for some of them.

The five-year-old needs planned regular rest times at school in addition to 11 or 12 hours of good sleep at night.

3. *To need nourishing food.*

Five-year-olds are growing and need lots of food, though there are wide individual differences. Many children get over-hungry and show fatigue and irritability if needs are not met. A supplementary midmorning or midafternoon lunch of graham crackers, milk, or fruit juice is usually desirable.

4. *To have incomplete muscle control.*

A five-year-old's posture and locomotion are generally good, but his manual skills, though developing rapidly, are relatively immature. He uses his finer muscles such as eyes and fingers with the degree of control which his own maturity makes possible. But he may become tired and strained if adults set standards of preciseness or require prolonged effort.

The five-year-old enjoys games requiring considerable body movement. He may do one motor skill better than another. He may hesitate in some activity involving a motor skill because of muscular immaturity.

5. *To be sociable, but still self-centered.*

Children of five are generally responsive to adults and happy in their company. They have a good attitude toward adult guidance under normal conditions. They really desire to be with children but have a limited tendency to cooperate. Their spontaneous, un-directed groups are small in numbers and limited in duration, depending somewhat upon strength of child leadership. Genuine leadership from the teacher, often indirect, is needed when "fives" live together as a large group at school.

Kindergartners sincerely seek the companionship of other children. They are anxious for individual or group approval from the children. They play and work together best in groups of two to six children. However, they require frequent or constant approval from adults.

The five-year-old needs adult help (assistance and direction) in learning to share materials, in taking turns, in assuming responsibility for the care of personal belongings, and in listening purposefully without interruption.

6. *To seek acceptance from children his own age.*

The child of five has a strong need for a sense of "belongingness" in a group where he finds himself more or less like other children, but where he is able to express himself and yet be accepted by the children of his own age. He likes to do things with other children, sometimes in his own way. The five-year-old searches for trust and acceptance. He responds to praise and encouragement.

7. *To need affection.*

The five-year-old definitely tries to please. He responds to affection and genuine praise and encouragement. He can be secure, in spite of recognized mistakes, if he knows he is really loved.

8. *To be relatively poised.*

Mr. Five can wait and plan, within limits. He likes to finish what he is doing and should be so encouraged whenever possible; but he can return to an interrupted project with interest.

He is still subject to fears, angers, and jealousy, depending upon his experience, and these emotions may be inadequately controlled. Adults must recognize these normal emotions and accept their expression. At the same time they must try to change the feelings, so far as is desirable.

The school routine and consistent direction aid the five-year-old in gaining his successes and failures. Growth and emotional stability enable him to transfer this growth into other situations.

9. *To be inexperienced with many things.*

The young child is by nature busy investigating, both by direct methods and by questions. He is eagerly inquisitive and interested to find out about many things, both natural and social.

10. *To have limited mental powers.*

Attention, concentration, persistence, and reason depend upon maturity and past experience in mental activity. The fives learn by doing, experiencing, observing, imitating, examining, investigating, exploring, and questioning. They are eager to learn but not ready for formal abstract work.

11. *To be free with language.*

Most children of five have passed from "baby-talk" but are still struggling to master vocabulary and language usage. They are sensitive to the speech patterns given them and, through much practice, are striving to make these their own. They can listen and follow verbal directions, if these are short and simple.

12. *To be creative.*

The young child is eager to make everything respond to his manipulation and desires. He will "create" with his voice, with a drumstick, with clay, sand, and soapsuds, and with his whole body, depending upon circumstances. He likes to create with paint, crayons, blocks, tools, and pieces of wood. He pretends he is a doctor, cowboy, fireman, pilot, teacher, nurse.

13. *To be realistic and concrete.*

The five-year-old is interested in the "here and now" and has limited concepts of "then and there." His imagination has a "realistic" quality; and he expresses, through acting, painting, or modeling, those things he has experienced.

14. *To be a person.*

The child of five shows a well-defined personality and displays clearly his own growth pattern, all more or less predictive of the future. Individual differences are definitely apparent in a young child's early response at school. Each child is very much a person and must be treated as such.

15. *To be inquisitive.*

The young child is interested, alert, and inquisitive about nature and all that goes on around him.

The abilities of individual kindergartners will vary, but degrees of achievement will depend upon the level and rate of the child's maturation in relationship to his experiences. School experiences need to be directed in recognition of these variations. A recent book on the language arts characterizes these children as: "Delightful Fives--Their World of Wonders Ever New"¹ and lists 11 areas of maturation which must be considered during the kindergarten year:

1. At this age children are at a leveling-off stage of rapid initial physical growth and development. To paraphrase a line from 'Pippa Passes' by Robert Browning, all's right with his world for the five.
2. Much of the time they are responsive to reason. Tears come easily but are short-lived.
3. They become increasingly free of the dependence associated with early childhood.
4. They begin to play well with others--but they sometimes like to play by themselves.
5. They are bursting with energy, have a well-developed sense of adventure, and are 'action-packed.' Rarely do they walk when they can run, and seldom do they stay in one position very long. They need play equipment which gives them an opportunity for activity with a purpose. They need a balance of strenuous activity and quiet activity. They need freedom to move from one activity to another. Their attention span is increasing, but should not be over-estimated. Both interests and attention should be given the chance to develop naturally.

¹Harold G. Shane, and others, *Improving Language Arts Instruction in the Elementary School* (Columbus, Ohio: Charles E. Merrill Books, Inc., 1962), pp. 48. Quoted by permission.

6. The fives usually have ideas on how to carry out the activity they choose--finger-painting, let us say; they try to create and seek to achieve a feeling of accomplishment.
7. They love dramatic play, rhythms and songs, stories and poems, art activities, play, blocks, animals--anything and everything it seems.
8. They are beginning to have improved control of their bodies, using them skillfully and with purpose. Large muscle development is still relatively superior to small co-ordinations, however. The hand and eye do not yet work in complete co-ordination.
9. While the fives occasionally need assistance with dressing, toileting, and bathing, they can usually handle these tasks independently; they sometimes seek help they do not need in order to gain a bit of extra attention. They feed themselves well, although they often prefer to eat with their fingers rather than with spoons and forks. Some fives are beginning to use table knives, too.
10. They are eager to do small jobs at home and school--running errands, for example.
11. In the realm of communications, they are beginning to handle language well; they talk freely, express ideas, and carry on conversations. Speech is beginning to be patterned somewhat more nearly to an adult manner. Pronunciation is generally clear. Five-year-olds ask innumerable questions, like to be read to, evaluate tasks with phrases like, 'This is no fun,' or 'This is easy,' define simple words, have difficulty in distinguishing between fantasy and reality, and are interested in using large and new words while seeking to capture their meaning.

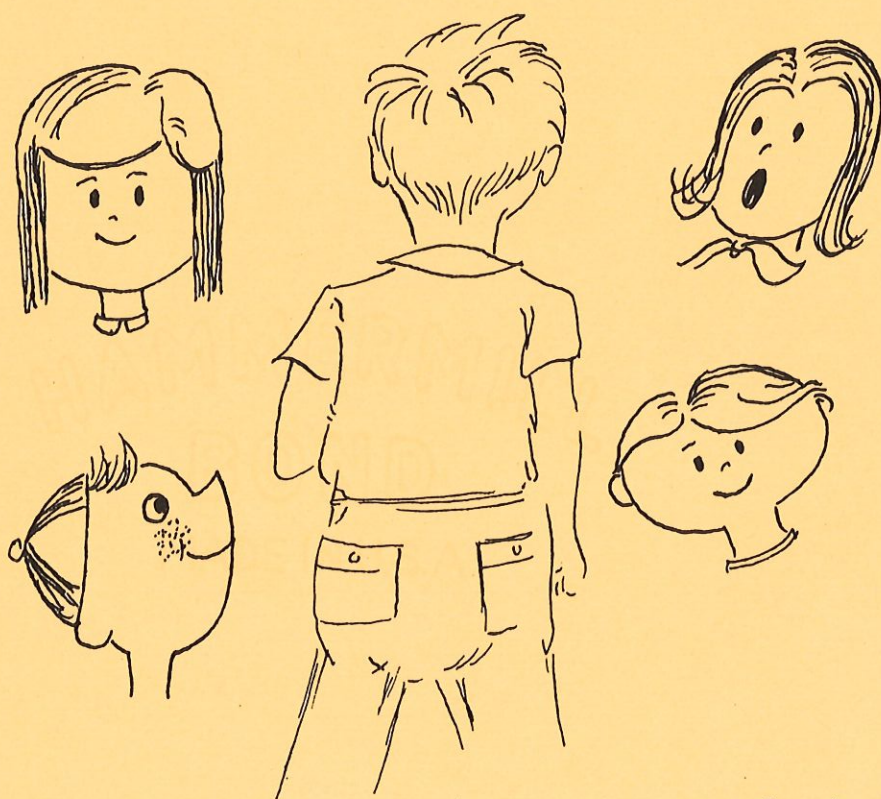
The school-age child, as distinct from the pre-school youngster, usually enters our first grades as he joins the company of the 'lively sixes.'¹

¹*Ibid.*, pp. 48-49.

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Parents and Teachers Have a Common Interest



Section B
KINDERGARTEN HANDBOOK
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Des Moines
1966

PARENTS AND TEACHERS HAVE A COMMON INTEREST

Why is it important for parents and teacher to know one another?

It is very important that friendly relationships and mutual understandings be developed between the parents and the teacher. There must be a feeling of "togetherness" which will come only after the parents and teacher become well enough acquainted to feel relaxed with one another. Both parents and teacher must be interested in making conditions as ideal as possible for the child as they work together in real partnership for his welfare. The child will have a happy and worthwhile school experience to the extent that parents and teacher come to appreciate and enjoy each other and combine what they know of his interests, needs, and abilities.

Parents know a great deal about their child which should be most helpful to the teacher. They see him in different situations than those of the schoolroom where the teacher knows him. On the other hand, the teacher's professional training, plus the fact that she sees the child as "one of the group" instead of "my Johnny," as his mother sees him, will enable the teacher to be objective in analyzing his growth in a way that would be difficult for his parents. Therefore, the ideal and sound basis for action with a child comes from a combination of what members of the home and school know about the child as they plan together.

How can parents and teacher know each other?

The family home and the schoolroom both serve as places of wholesome contact between parents and teacher. A feeling of friendliness often results as parents and teacher visit over an informal cup of coffee, whether it be served by the parents or by the teacher. The resourceful teacher will create many opportunities for meeting parents so they will know each other better.

Parents and teacher may often enjoy activities in informal social groups, which include mutual friends. Teachers should be a part of the normal social life of the community. Both groups should come together for mutual enlightenment concerning the purposes and activities of the school. Child study classes are valuable in some communities. Parents may sometimes get closer to their children's school, and teacher to the parents, if they assist with occasional class experiences.

Kindergarten Registration

In a majority of school communities, the initial registration for entrance into kindergarten is a pre-registration conference held in the spring. At this time, parents and teacher talk over some of the ways in which the parent may help the child become ready for the school year and ways in which the child may have a successful adjustment to school. Home problems may be raised

by the parents, also. The pre-registration meeting for kindergarten parents may be followed by a tea or coffee which provides them the opportunity to become acquainted, to share mutual information, and to observe the room facilities and equipment.

Parents and the child may be invited to visit school during the spring months prior to the opening of the new school year. This permits an observation of the classroom and the class activities by both the mother and the child. This enables the latter to anticipate his entrance to school as a joyful experience. The visit to the kindergarten should be a child-mother sharing experience.

The child's birth certificate should be presented for review and information at the pre-registration. This will enable school officials to begin the compilation of necessary facts about the child for the school folders.

Home Visits

In some communities, the kindergarten teachers make one or more home visits. Sometimes she is an invited guest, but often her calls are more informal. Some teachers, convinced that home visits should come early, have experienced great success through a plan of personal visitations in every home to invite parents to attend the first group meeting with parents. Other teachers prefer to make home visits incidental, though definitely planned. They find natural occasions for visiting: to deliver the birthday treat for the sick child who missed the room party or to return a valuable personal belonging forgotten on Friday afternoon.

Parent-Teacher Conferences

A five-year-old embarks upon a special adventure when he enters school. Probably never again will the child undertake such an enormous adventure. This is the beginning of his educational career which needs to become pleasurable, to establish security, to encourage success, and should be shared by his parents.

If no pre-school conference was conducted for the parents, then an early fall conference or sharing time is essential. This is also true for the classroom visit by parents.

Parents and teacher may have planned conferences at school. Increasingly, these are taking the place of written reports or letters. As parents and teacher come to know each other, they discover common interests beside the child. Understanding of family problems, of personal values, and of past experiences comes when teacher and parents forget the immediate interests of Johnny and talk about their adult interests, just as any other acquaintances do.

Of course, it is natural that conversations probably begin and end with reference to Johnny, himself. His teacher will have some

observation concerning his school response, which she wants to share with his parents--most often because it will make them happy. She may wish to ask some questions or offer a suggestion based upon her study of Johnny at school. Although she hopes to help the parents understand the child through presenting a constructive picture of his school situation, she is always aware of parental feelings and tries to give parents confidence in themselves as well as in Johnny.

Parents will often want to present some problem they encounter at home in hopes that it can be solved by working with the teacher. Of course, teachers should be very modest in offering suggestions, even when requested. They may obtain new insight for their own work with Johnny from discovering what his home problems are and how his parents are meeting them.

The familiar question, "How's Johnny doing at school?" deserves an answer--but at an appropriate time and place. A great deal of tact and understanding needs to go into the answer. If parents and teacher already understand each other well, a teacher may be more frank. Teachers should recognize that damage can be done by presenting a problem to parents if there does not seem to be some way of arranging a remedy. If the teacher can make specific suggestions and secure parents' cooperation in solving Johnny's difficulties, she is in a position to deal with greater frankness. Whatever is done to acquaint parents with school problems must be done in such a way as to strengthen confidence all around.

What can parents do to help the child?

Beginning school for a child brings many new experiences. He should be prepared for them in social and personal ways. He should be in the best possible health. His sight and hearing should be good. He should have the advantage of a rich background of experience and have developed wide interests and effective mental habits. Many parents will begin preparing the child in specific ways before the school makes any contact with him. Here are some of the things parents can do:

- Give the child some experience away from home and parents before he reaches school age.
- See that the child has had some experience with children his own age and some help in developing social habits.
- Help the child realize that he is not always the full center of attention.
- Teach him to listen to others, to think of them with interest, to express sympathy.
- Help him accept his share of responsibility in the home.

- Teach the child to be independent in care of personal needs.
- Provide clothes and other wearing apparel which permit the child to help himself.
- Be sure that the child has a thorough physical examination in the early summer. Try to put him in top physical condition.
- Encourage good health habits at home.
- Tell the child that when he is ill he will not be accepted at school.
- See that children have as many rich firsthand experiences as possible.
- Talk with children about interesting experiences.
- Use no "baby-talk" and try to supply new words as children are ready for them.
- Read much to the child and start a library of his own.
- Let the child see his parents read for fun and for information also.
- Help the child to anticipate school happily.
- If possible, take him to visit kindergarten before he is enrolled.

What are the special responsibilities of the teacher?

Whether the child and his parents feel confident and happy about the school depends in a large measure upon the teacher. She should remember that parents are normally more deeply and personally interested in their child than she is. The teacher, therefore, should make herself a partner with parents in working for the child. If she is sincere in her efforts, it is easy for parents to feel her interest. The responsible teacher keeps all confidences given by parents concerning the child or his family.

Whenever a teacher feels insecure and ill-adjusted to the teaching situation or discouraged by poor working conditions, she probably will find it difficult to inspire confidence of parents. If the teacher is able to rise above discouraging factors with a genuine interest and enthusiasm for her job (of doing the best she can for each child each day), then parents may come to respect her purposes, understand her problems, and support her efforts.

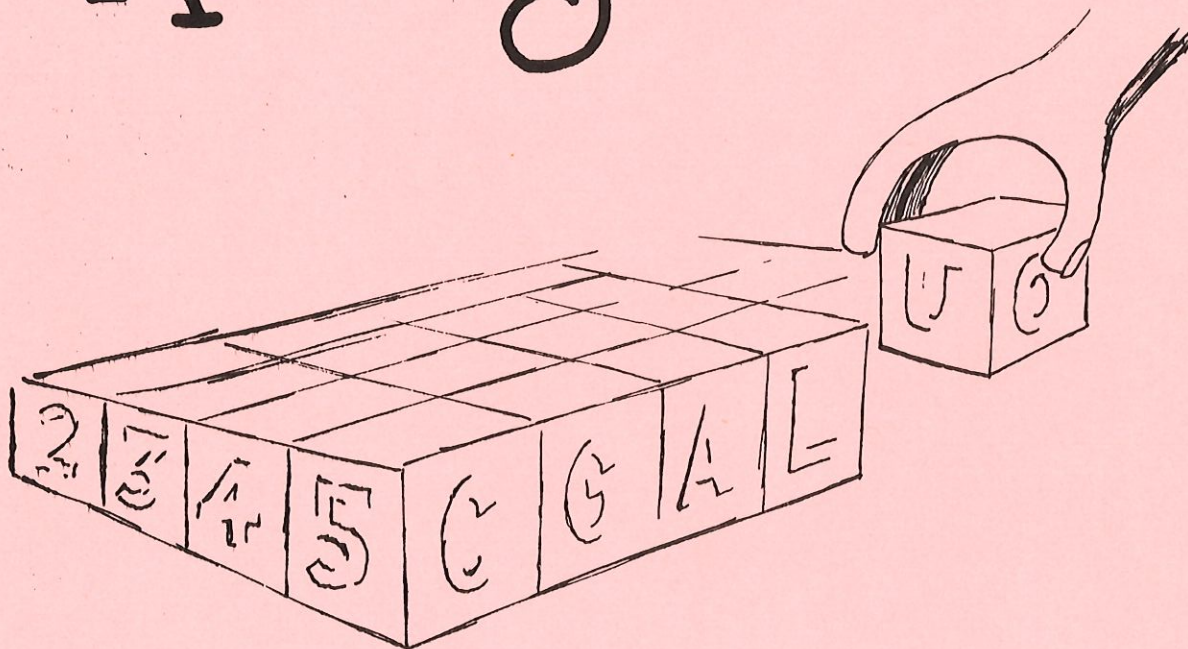
As parents are informed concerning the aims of the school, they will become more interested in helping provide better school conditions. With parents and teacher in partnership, Johnny gains new confidence in his school and begins to feel that he, too, is a partner.

The future of our democracy and of civilization itself is dependent upon teamwork which produces highly successful results for our children. They are more important than anything else in the world.

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The Teacher of the Kindergartners



Section C
KINDERGARTEN HANDBOOK
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The Test of
Kindergarten

1913

THE TEACHER OF THE KINDERGARTNERS

The truly successful teacher possesses certain personal qualities--genuine joy of living, sincerity, faith, warmth, and real respect for both children and adults. She loves to teach. She is proud to be recognized as a teacher. These are professional prerequisites for the teacher of any group. However, the very nature and needs of young children make certain qualifications imperative at the kindergarten level. A many-talented individual is largely responsible for direction of the transition from home to school.

For many children this will be the first experience with democratic living outside their own home. Therefore, it becomes a major responsibility of the teacher to temper freedom with responsibility as the child learns to live with a group and take the first step toward self-discipline.

What Does It Mean to be Called "My Teacher"?

It means:

1. To accept other people warmly:

The kindergarten teacher understands children's feelings. She acknowledges children's sorrows, angers, hurts, and fears. She lets them know that she, too, experiences these same feelings. She sympathizes rather than censures. She helps each child to feel wanted and important.

Young children are spontaneous. A teacher shares their fun, joy, and excitement. She does not rely on false dignity to impress others. A teacher is at ease with people. She is a friend of children and adults. She can forget her teacher-role sufficiently to let herself learn.

2. To appreciate children as they are:

The kindergarten teacher's genuine liking for young children will develop patience in dealing with them. She recognizes them as personalities who are learning. Children at five are still struggling to master many skills and ideas. As a result, they are often painfully slow and awkward in such simple things as dressing, responding to instructions, or putting away toys. They may be "awkward" in social relations.

The teacher should stimulate and encourage the child's interest in self-expression. She is appreciative of each child's effort and understanding enough to give him the time and encouragement he needs to improve and to grow independently.

3. To understand individual differences of children:

The teacher looks for the causes of various types of behavior. She understands that only as we remove the causes of undesirable behavior, the child's behavior will improve.

Children entering kindergarten show a wide range of maturity: physical, mental, social, and emotional. If a teacher attempts to "treat all alike," she will frustrate only herself and them. "My Teacher" studies the needs of each child, and responds to each in terms of his needs.

4. To be a good leader:

An individual, and certainly a teacher, wins the respect of the group by being fair, firm, and explicit. In general, the children are eager to cooperate if they understand what is expected of them. A respected teacher will inspire true cooperation from children to adults.

5. To feel personal security:

The kindergarten teacher has a sense of well-being. She respects her own part in the building of a desirable society. She should win appreciation from groups and be loved by individuals. A teacher is conscious of personal appearance through the eyes of others, and this in turn enhances her personal security. To be competent to handle the fears, emotional problems, and special needs of young children, a teacher needs self confidence, and a knowledge that she is respected in the community.

6. To possess emotional stability:

Each kindergarten teacher should have a happy, wholesome outlook on life. She thoroughly enjoys living. Without losing sight of the final goal she is satisfied, to take the moment--the hour--each day as it comes, and make the most of it.

The effective teacher has a sense of balance and humor. She finds help in the quotation, "Give me the strength to endure those things which cannot be changed, the courage to change those things which can be changed, and the wisdom to know the difference between the two." Her best remedy for certain problems, however, is to laugh and forget them if they do not justify or permit remedy by direct attack. She should have a sense of humor, and help the children enjoy laughter.

7. To possess a margin of reserve energy and poise:

The teacher of the five-year-olds has vitality and endurance. She can come through a strenuous day with a smile and awaken the next morning eager for the responsibilities which that day brings. She has time to listen to the confidences and problems of the children within the room.

8. To have broad interests:

The kindergarten teacher feels real enthusiasm and curiosity for the world outside the classroom. She is interested in experimenting with materials, investigating the community, and in the entire business of living. She, too, is a learner, and often a learner with children. She appreciates the good, the true, and the beautiful wherever she finds those qualities.

9. To feel a dedication to her work:

She enjoys her work and believes in it. She thinks about her work, asks herself questions, and tries to answer these through observation and study. She sees needs, and is resourceful in trying to meet them.

Her easy relaxed manner produces an inner calm among her associates but does not mean she is "easy going." Her skill, anticipation of needs and thorough preparation make her task appear easy but they result from sincere effort. She is both subjective and objective in her work. She is becoming a better person as she becomes a better teacher. "My Teacher" uses both her head and her heart.

10. To have imagination:

Intellectual alertness and feeling enables the creative teacher to adapt her work to individual interests, needs, and curiosity.

11. To continue in professional growth:

Each individual kindergarten teacher has a professional responsibility to uphold. This may be performed in a variety of ways, such as the reading of educational materials, attendance at kindergarten workshops, participation in study and in-service sessions, experimentation with new tools and media, and the evaluation of the program used with each respective group of children.

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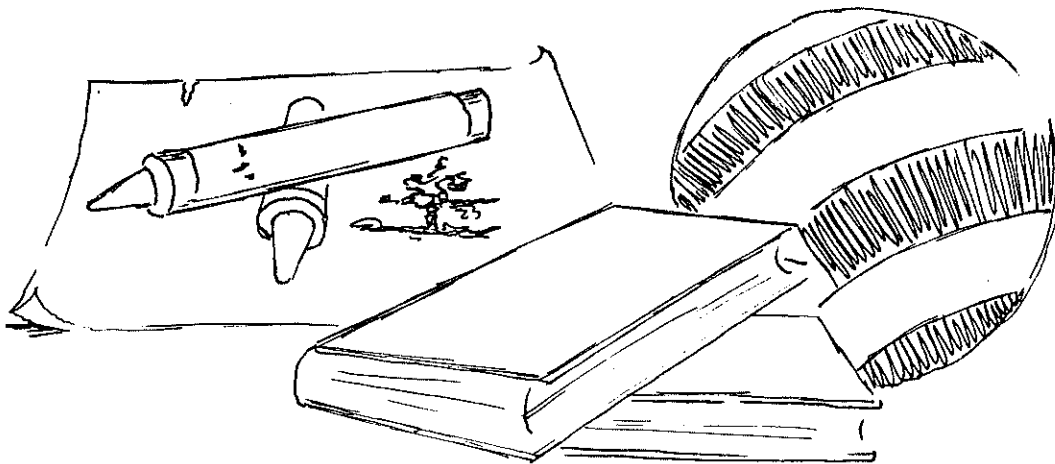
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Experiences 5-year-olds Need from School



Section D
KINDERGARTEN HANDBOOK
Iowa State Department of Public Instruction
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EXPERIENCES FIVE-YEAR-OLDS NEED FROM SCHOOL

The kindergarten is a laboratory for the proper kind of social development in which the child engages with pleasure in all types of self-expression. Lessons in cooperation, tolerance, self-control, and citizenship provide a workshop where the child can experiment freely with varied materials. Here, for him, are the beginnings of: the arts, language expression, using materials creatively, introduction of concepts in science, social studies, and mathematics.

The development of the child begins before he enters school and centers about four growth factors: physical, social, emotional, and intellectual. The parents and the home play an important part in this development. As the child attains school age, he moves into a new experience of social adjustment and preparation for academic learnings. At almost any period of his development, the kindergarten child employs whatever values, knowledges, skills, feelings, and attitudes he has to enlarge his concepts and personal understandings. Much of his development is affected by associations with people who are significant in his life and by the experiences provided for his reaction.

I. Wholesome Emotional and Social Living

To develop well, children who go to school at the age of five need experiences which will give them:

- A sense of belonging, of being loved, of being needed.
- A sense of adequacy, joy in success.
- A friendly outgoing interest in others.
- An appreciation of the basic rights of other persons.
- Ability to plan and complete plans with others.
- A growing sense of independence and a joy in living.

Leadership from the teacher is essential to children's security. A child can soon tell whether he is a person who is important, whether his efforts are appreciated, whether his ideas are recognized, and whether his mistakes are understood and corrected on the basis of understanding. He knows he has no security if these things are not true. Consequently, this means there must be time for the kindergarten teacher to work with every child.

To provide for the individual pupil needs as well as the group needs, the kindergarten enrollment, by sections, should range from 17 to 25 pupils. An average enrollment recommended by a group of consultants and kindergarten teachers during a workshop conference centered about 22 kindergartners. However, a smaller enrollment will enable guidance, observation of individual pupil growth, time for pupil-teacher sharing, and careful evaluation of activities benefiting individual kindergartners.

Children come to feel at home with the teacher through the following important everyday experiences:

- Informal "good mornings" and other personal greetings.
- Personal conversations between teacher and individual children.
- Cooperation between teacher and children in room tasks, such as removing wraps, watering plants, caring for pets, mixing paints.
- Questioning, and finding the teacher ready to answer questions.
- Planning with the teacher for a proposed activity or a day's general program of events, if these are not routine.
- Considering problems met in living together, such as sharing equipment, being considerate in rest periods.
- Friendly exchange of conversation, playing games, singing, and similar group experiences led by the teacher.
- Becoming acquainted with the teacher's interests and experiences.
- Looking to the teacher for help, encouragement, and constructive criticism in work-and-play activities.
- Participating at times in three-way friendly interchange, including teacher, parent, and child.
- Discussing, even briefly, plans for the independent work period with one pupil or a small number of pupils as they arrive for the day.

One of the greatest adjustments a child must make when he enters school is to accept and be accepted by other children--all more or less alike in doing what he is doing, wanting what he is wanting, but all more or less different in the ways they go about things. Mutual understanding between children can develop through:

- Supervising communication as children work.
- Working or playing cooperatively in activities, such as dramatization or construction with blocks.
- Inviting another kindergartner to share in a work activity.
- Helping with schoolroom chores.
- Sharing personal interests with the group.
- Enjoying humorous situations together.
- Discussing matters of group interest and helping make plans.
- Choosing companions at such times as lunch or rest periods.
- Joining with group on a voluntary basis in activities such as games, singing, stories.

Living with other children in experiences such as those suggested earlier should foster a social feeling which gradually grows into the truly cooperative spirit of good school citizens. It is difficult to feel friendly toward someone you do not know. You do not appreciate another individual until common interests are discovered in which he shows his talents. You cannot cooperate with a person, unless you actually hold the same purpose, plan

[illegible]

together, and work and play together. The opportunity to live with other children in give-and-take cooperation, where each contributes his special talents, is necessary to social growth and to progress and success in any enterprise. Differences in ability can have value in cooperative effort.

It is very important to every child placed in a school group that he be able to win for himself--a person. Those right attitudes are fostered if cooperation rather than competition is stressed in all activities. They are furthered when individual abilities and interests are so fully valued at school that each child is free to find his way to fit into general group activity. There must be much freedom to choose, to define and to solve problems which seem personally important, and to undertake new learning when ready. In some schools every child is "assigned" the same activity and expected to meet a standard set by the teacher or imposed by the opinion of the children in the group, based upon selection of the "best" product. When this happens, we expose able children to loss of self-respect, to deflation of the spirit! That "comparisons are odious" is as true in child life as in adult life.

The five-year-old needs to become adjusted to his "school-home" as well as to his teacher and classmates. He should learn to feel secure in this new place. It will be easier if the arrangements are suited to his needs. His growing sense of "mine" vs. "thine" and his developing sense of self-responsibility and joy of independence can be fostered if the school is made for him. Children's interests suggest the need for color, pictures, books, toys, living things, all to make them "feel at home." Equipment which children can use encourages the idea of real housekeeping in the new school-home, with each child participating to the extent of his ability and readiness. Sufficient time to put away, to rearrange, to clean, and so forth, should be a normal part of daily living at school. Responsibilities given the five-year-old need to be those he can do in order to gain security in a feeling of work well done. But helping is important. That is part of being at home!

II. *Protection and Development of the Physical Being*

The kindergarten should provide an atmosphere of learning. Each child who enters has the right to grow and develop emotionally, physically, socially, and intellectually. Kindergartners are active children. They enjoy vigorous activities which should be balanced with periods of rest and relaxation. Free play and outdoor exercise in addition to classroom activities allow the kindergarten children to develop better motor coordination.

To live in safety and health and to develop adequate physical skills in use of their bodies, children who go to school at five years need:

- Conditions favorable to physical well-being.
- Encouragement to practice desirable health and safety habits, with a growing understanding of physical needs.
- Opportunity to grow in body control through activities suitable to the maturity of each child.

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Exercise and freedom of movement are basic to the young child's normal health and development. Breathing, circulation, digestion, appetite, and many other functions necessary to growth and health become complicated if children must "be still." Nerve-straining appears despite the fact that at five, children are capable of being quiet when their interests are engaged. Their spontaneous quiet will not last long, however, unless, added to the naturally quieting interest, there is the influence of an adult who "likes it quiet." Body exercise is necessary to the young child for other reasons. Children cannot gain control over movement of their newly-grown muscles without practice in using them. The urge to be active is nature's assurance that growth and skill will go hand in hand as the body develops.

Activity is, of course, the method by which the young child must learn from direct experience. He is so limited at this age in experience and in power of language! He learns through his muscles. Running carries him to new scenes, handling adds meaning to the toy that is seen, pushing a doll buggy in the wind teaches the force of moving air. Children do not learn from words alone.

This means certain opportunities are absolutely necessary if children are to be asked to learn freedom of the home, and have a school life for a few hours a day.

- Freedom to move about in an orderly, reasonable quiet way should be taken for granted. Freedom under control is the watchword.
- Normal daily experiences at school should include occasions for vigorous whole-body activity such as block construction, outdoor play, rhythms, games of action, and ball play. The daily program must insure this.
- Equipment, furniture, and space should be planned so children can do much for themselves.
- Apparatus for development of the body in all forms of normal activity, indoors and outdoors, should be available. Climbing bars, balls, sandpits, blocks, tools for construction, wheel toys, dramatic play equipment, etc., are needed to exercise the body and develop coordination.
- A part of every favorable day should be spent in outdoor activity.

Rest and relaxation are, of course, as fundamental to health as activity. The school which takes young children into its care has an obligation to provide for rest as well as exercise.

Rest and relaxation come naturally to young children. Sometimes, before school age, they may have developed negative attitudes toward rest. Sometimes their experience is so disorganized that relaxation seems impossible. When children's habits are poor the school has a fine opportunity to rebuild them; when they are good the school has a great responsibility to maintain them. To aid in this the following provisions should be made:

[illegible]

1. Regular rest periods of at least 20 minutes, usually toward the middle of the session, are helpful. At this time all children are quiet, lying down in a comfortable way, forsaking all active play.
2. Playing "rag-doll" and rhythms in loose-swaying motion are examples of relaxation-tension activities which help children sense what relaxing means and develop the ability to relax whenever opportunity offers.
3. Freedom to change activity, to decline play, and to take one's own time makes for relaxation and the avoidance of over-fatigue. (Of course, if a normally active child appears suddenly inactive, his state of health should be checked, as should the health of the typically inactive or slow-moving child.)

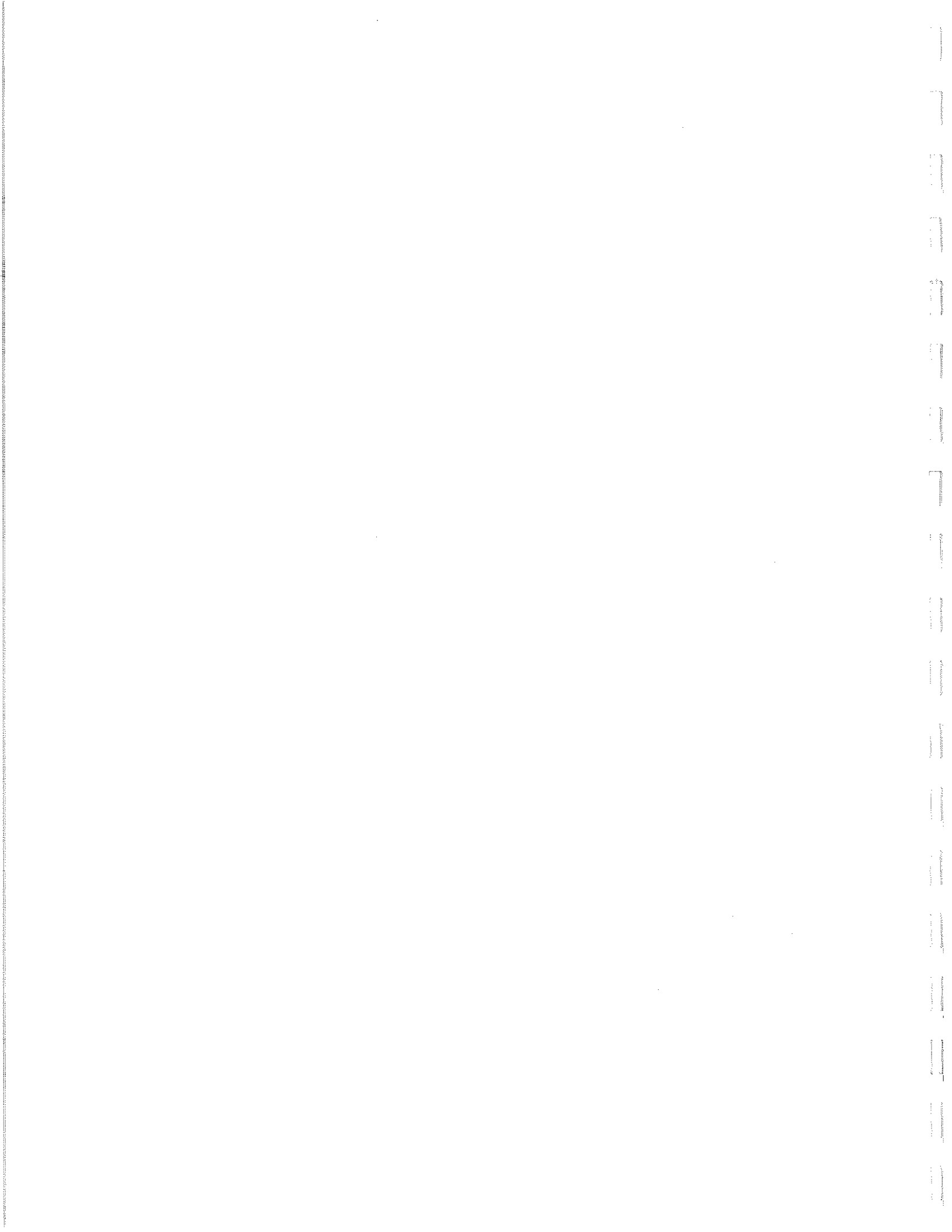
Alternation of activity and quiet should be natural throughout the day. A teacher should always be alert to detect the very quiet child who may be tense. He needs special help, different from the child who is relaxed enough but just inactive because he is not interested or perhaps a day-dreamer. A teacher should be aware of the hyperactive, tense child. She must seek the reason for his tension, and calm him for his good and for the sake of other children.

How resting shall be provided and managed depends upon the school conditions. Rest on the floor, with rugs for each child and light covers, too, is often possible. Cots are definitely better. Rest on cots under hygienic conditions should be made possible if five-year-olds attend on a full-day basis. Certain standards are imperative whether rest is short or long, on rugs or on cots. These may be:

- Space so that children are not too close together.
- Clean, dust-free floors and storage space for rest equipment.
- Individual equipment, whether supplied by school or home.
- Freedom from drafts and cold.
- Time for undisturbed relaxation.

Health education for the young child is essentially a matter of practice! Primarily, so far as the school is concerned, this will mean practice of good health and safety habits. To the extent that home conditions permit, and to the extent that the child's interest can be stimulated, children should be helped to continue the school practices at home.

The school can take a further step only with home cooperation. It can arouse interest in out-of-school health practices. Because the five-year-old is powerless, if unfavorable conditions and practices exist in the home, he should not be pressured or rewarded for what he may do. Encouragement to follow at home what the child is beginning to recognize as good at school is permissible. But grave results may follow if teachers invite



children to report before the group what they do at home. This includes even such highly recommended activities as brushing teeth or eating fruit. It is especially bad if children are made competitors for honors.

Cooperation with parents is possible in most cases and is very important. Conferences to acquaint the teacher with the health history of the child often occur before enrollment. Then parents are asked to have the family doctor give the child a thorough check-up and a record is made for the school information.

Teachers may help parents meet the child's needs by aiding them to secure medical services. They may lend support to good health practices in the home. The teacher's first responsibility, however, is to assure good conditions for health and safety at school. Her second responsibility is to see that children are happy in their practice of good health and safety habits.

Dressing is a matter of health. Five-year-olds can learn to care for clothing somewhat, and to select with some judgment clothing they need for comfort and health. They need guidance and encouragement from an alert teacher who uses putting on wraps as a matter of health education.

Toileting operations are usually done independently by five-year-olds but supervision is necessary to determine if help is needed and what habits and attitudes are being learned. (Washing, like using the toilet, usually can be accomplished by the school-age child if he has been taught.) Health habits should be handled like all other habits--as a matter of experience and growth. Poor habits need to be recognized, understood, and sympathetically changed, generally on an individual basis. (Developing health habits at this age is more important than teaching subject matter.)

Serving mid-session milk or juice-and-cracker lunch has many values: nutritional, psychological, and social. The nature of any food-serving program for each group should be determined first on the basis of health needs of the children. Just how eating arrangements should be handled depends upon conditions at school such as the hour of children's arrival and departure, space, and other facilities. Arrangements may not want to be the same for Sue or Charles as they are for Sally or Tom.

Developing personal attitudes of safety. Among health-conserving habits which the school must be responsible for teaching its youngest children are safety habits and attitudes. Within limits of five-year-old knowledge and reason, these children entering school should begin to share in responsibility for their own safety. Children can develop habits which keep conditions safe, for example, picking up scattered blocks. They can learn judgment in handling themselves safely, as in climbing, hammering, building with blocks, and handling glass.

The greatest threat to a child's safety is his own attitude. The relaxed, harmonious, thinking child is relatively safe; the excited, rebellious, show-off child is in danger. The teacher must be aware of the emotional tone in her group and of each individual. She must be quick in action to remedy the emotional situation by diminishing tension and through reducing competition or "bad feeling."

Children can be helped to protect themselves by developing reasonable caution. They should form the habit of observing dangers and reporting to the teacher. They can help other children avoid the pitfalls discovered.

These health and safety activities through which good habits gradually will be developed are suggested:

1. Removing outdoor clothing, taking care of it at school.
2. Selecting sweater, slacks, rubbers, according to daily needs.
3. Protecting clothing from dirt and water in practical ways.
4. Using toilets as needed, in proper manner for health of mind and body.
5. Washing hands, as after toilet and before handling food.
6. Brushing teeth.
7. Drinking plenty of water; correct use of drinking facilities.
8. Enjoying food in a social situation.
9. Protecting food to keep it clean and putting only clean food in mouth.
10. Experimenting in simple ways and observing effects of various conditions upon growth, energy, etc.
11. Practicing safety, helping to prevent accidents by putting away blocks, carrying scissors points down, and never pushing an unsuspecting child.

Certain conditions are, of course, necessary if health education gets more than verbal recognition at school. If effective health practices are to be learned, the following conditions should be observed:

- Right facilities for young children must be provided.
- Things must be kept in condition, clean, safe, workable.
- Time for health activities must be ample.
- Study each child individually. This assumes that children have health checks by a physician, usually on entering school, and that the teacher is aware of pertinent findings.
- Check on health habits. Records may be used to mark observable growth, if they are needed as a means to maintain interest and encourage a child.
- Stress one learning at a time. Avoid a "broadside," approach. All children are not ready for the same learnings at the same time nor do all groups need the same approach. "First things first," is a good motto.
- Develop understanding as a basis for the desired practice whenever possible through concrete experiences, for example, melt snow to show it is dirty when it looks white.
- Encourage remembering--but realize it is difficult for a child when health habits are to be learned.
- Expect lapses, they are normal.
- Recognize mental health as a major factor in total health. Therefore, avoid exaggerated health and safety consciousness.

III. Learnings and Experiences

A. Academic Learnings

Without basic learnings all other academic growth is of little value. "You will not find the academic learnings labeled as such," states Dr. Florence Beardsley, "because they are composed of processes, skills, and content. One fact or item may be a skill, one may be a process, or another may be content but each is an academic learning. These are the kinds of learnings that seem most important to five-year-olds and are the answers to questions presented by people who are concerned with education of five-year-old children."¹

The kindergarten child with a year of "good" living experiences should:

- Have a natural satisfying curiosity.
- Pursue an interest whole-heartedly to greater depth and greater breadth.
- Develop new interests that were lacking when he first came to the classroom.
- Develop work-study habits through achievement of success in ways in which he finds he can work. (He will do this through repeated effort.)
- Learn to think and learn how things are done. (Some things need not be done the same way by everyone.)
- Build a vocabulary for satisfactory communication.
- Apply mathematics and science information to the child's progress, and learn how to follow through in scientific thinking at their level.
- Build new concepts, expand concepts, and correct the wrong concepts.
- Use many types of media and choose wisely which media might be used.
- Become interested in books.
- Become conscious of things in his environment although he does not always perceive whether these are physical, biological, or social.

B. Academic Experiences

The school itself is the first major extension of the home environment for many children. It, therefore, demands attention and affords much real social understanding. Getting acquainted with the school need not be forced. Gradually, through introductions, explanations, and excursions of an exploratory nature, the child becomes familiar

¹Presented in workshop sessions conducted for kindergarten teachers and elementary principals in five Iowa community school districts, April, 1964, by Dr. Florence Beardsley, Consultant, Elementary-Kindergarten-Nursery Education, National Education Association, Washington, D. C.

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with the surroundings and the persons who enter his life there. He needs to learn something of the contribution to the school made by the principal, the school nurse, the custodian, and others. As the child learns to understand something of the cooperative efforts of others toward making the school a good place for all, he may begin to appreciate his privileges and understand his responsibilities in the total picture. These activities may help:

- Brief visits to other rooms where brothers or sisters may be.
- A visit to the school nurse to make her acquaintance and to build security for later necessary contacts.
- A trip to the restroom.
- A visit to the principal's or superintendent's office.
- Visits to library, cafeteria, music room, art room, multi-purpose room.
- Interviews with school helpers.
- Discussion and demonstration by members of the safety patrol.
- Discussion and explanation of the bell system, the playground area, and equipment.
- Trips through the building to see service and storage rooms.

1. Social Living

At the five-year-old level the most important goal is not to impart specific information in special fields. It is rather to cultivate an inquiring habit of mind, which can be done only if inquiry leads to satisfying answers.

The amount of knowledge and understanding of the world, which a five-year-old possesses, differs enormously depending upon his maturity and experience in the years at home. He reacts directly in terms of his experience, often with clear thinking so far as his knowledge goes. The teacher should begin where her children happen to be. She should stimulate new, common interests, building an understanding of those things which touch the lives of her group directly. This will lay a foundation for a more systematic course of instruction in later years.

The child needs to engage in activities which will help him begin to understand something of how people live together in communities--something of the work and interdependence involved. For the five-year-old this means learning about his community. Gradually he should begin to sense something of the social relationships of people in their homes, their neighborhoods, and the community.

The ways of citizenship are learned by living them. In his first year in school, kindergarten, the child learns responsibility and respect for others. He learns to follow instructions and to

work cooperatively with a group. There will be occasions when an individual child works or plays alone. More often a child works better with another child. Experiences such as these, but not uncommon, are the kindergartners who wish to work and play in groups of three and four.

Each child is unique. He is molded by his biological inheritance and environment, and through natural curiosity is eager for new experiences. These for the five-year-old become evident at different stages in the continuous process of growth and development.

As a teacher becomes acquainted with the children, their backgrounds, interest, and needs, she can guide their interests in areas that will be most worthwhile. For instance children who had little experience with pets will profit particularly from caring for some. Those who had little experience in going and coming by themselves need to learn how to cross streets, to walk along busy streets, and to cooperate with the school patrol boys. Experiences common to all--the robin in the front yard or the painter on the porch--should be recognized as opportunities of educational value.

In many Iowa kindergartens attention at the social studies level is given to:

- Home and family activities
- Community interests
- Community services
- Neighborhood interests
- Pets and their care
- Dairy and work of the milkman
- Transportation of community or area
- Seasons and our adaptation
- Weather and its influence
- Holidays, significance or application
- Vacations
- Farm activities
- Leading community industrial activities
- School or kindergarten projects

Interest in an area may continue for only a few days or for as much as several weeks. Five-year-olds are generally not ready to maintain interest for as long as more mature six- and seven-year-olds, who are capable of a deeper understanding and a wider range of activities. There are many activities appropriate for five-year-olds to further their understanding and appreciation of the world around them. They include:

- Discussing interests and asking questions.
- Using pictures to supplement knowledge and deepen interest.
- Hearing stories related to topics under consideration.
- Viewing carefully chosen filmstrips and films.

- o Expressing ideas through use of paints, clay, and crayons.
- o Expressing ideas through dramatization.
- o Constructing grocery store or airplane.
- o Singing songs and listening to music.
- o Preparing food, as jello, vegetable soup, applesauce, or butter.
- o Inviting a community worker to school to tell about his job.
- o Taking excursions to points of interest.
- o Caring for pets at school as conditions permit. (Perhaps a canary, hamster, turtle, salamander, fish, rabbit, or chicken.)
- o Gardening, growing flowers, and vegetables.
- o Experimentation with sound, using tom-toms or tuned glasses.
- o Observing and recording weather and seasonal changes.
- o Observing earth conditions--erosion, sedimentation, gravity.
- o Composing stories and records dictated to the teacher for recording.
- o Making a class or group booklet relating to an interest.
- o Making a booklet or chart on a particular project or activity.
- o Telling others what has been learned.
- o Preparing gifts and otherwise celebrating special occasions.
- o Inviting other children or parents to visit.

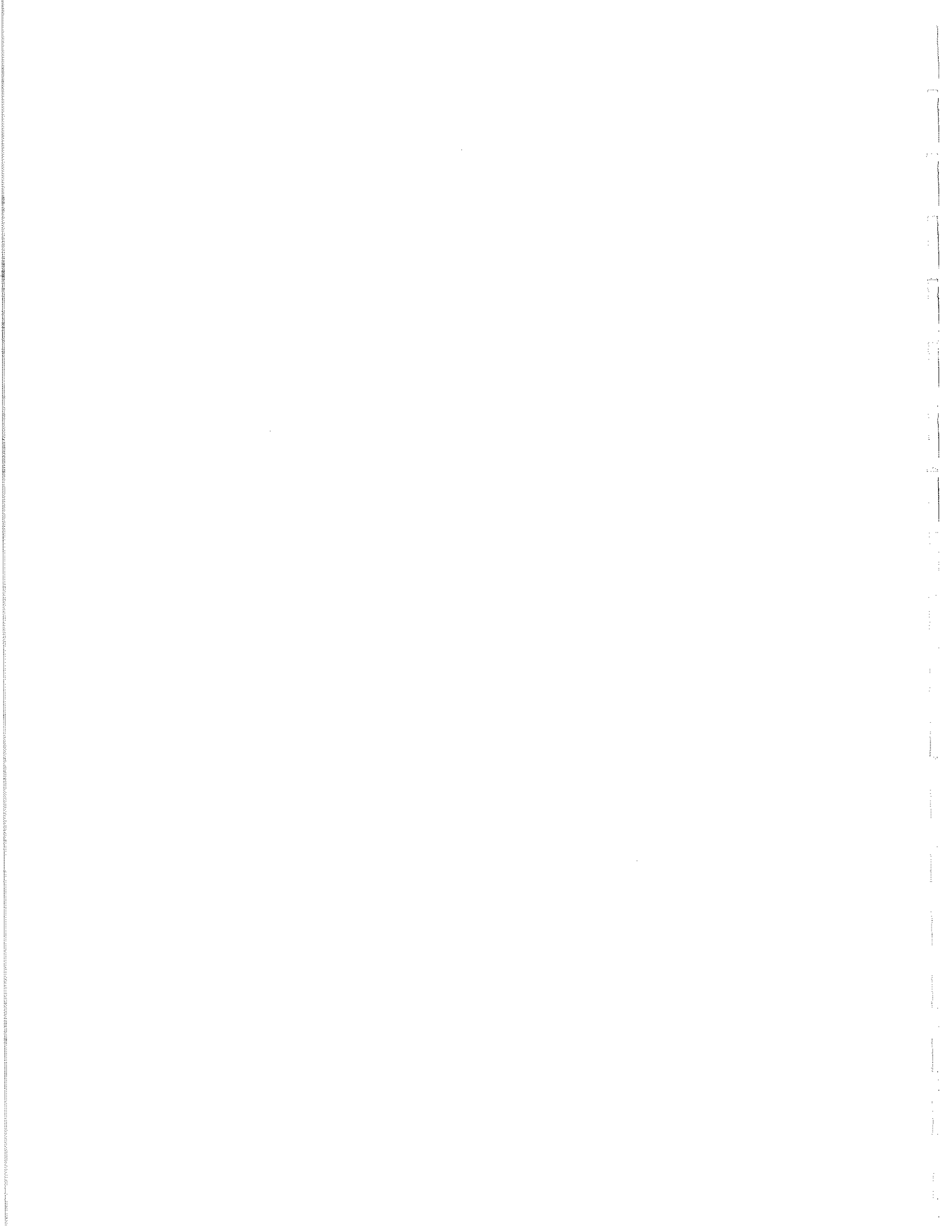
2. Science

What meaning should early science experiences have for the kindergarten child?

There is an immediate natural environment which surrounds the child at school. His early science education begins there. To make this experience rich, the school should be "full of a number of things." The child should have an opportunity to investigate at first hand both in and near the schoolroom those things which have interest and meaning to him. Thus he gradually comes to feel at home, first in his small world, and later in the larger world.

Five-year-olds are curious explorers. The questions they ask prove this again and again. Exploration through the use of the senses, the simple experiments, the exciting discussions, or talking over what was observed enriches the first year science program within the kindergarten.

Kindergarten children have experience in science as they begin to understand about the physical and biological aspects of the world around them. Activities in the area of science need to permit kindergartners and their teacher to:



- Explore their environment.
- Work with animals and plants.
- React to physical phenomena.
- Learn about simple machines and how to use them.
- Use equipment to further explore the immediate environment.

Most five-year-olds are manipulators. Adult observation of one or more children using items laid out for their use indicates that curiosity is part of the interest exhibited by kindergartners. A magnet placed on a table may be one of two things: a plaything or a learning tool. A magnifying glass may be an entertaining toy, or it may provide new information through use and observations. The wheel and string used for a pulley may assist a few children to perform a similar display during their individual work period.

In the kindergarten, teachers provide a natural beginning for learning by watching and discovery by doing. Encouragement by the teacher to assist and direct the pupils in noticing changes, drawing conclusions and using results of the observations to broaden, to strengthen, and to include the ideas and facts into the kindergarten's spoken language.

Differentiating between plants and animals is a natural phenomena within a kindergarten group. They are anxious for factual information, but it is the teacher who must determine the amount of information each kindergarten child is ready to accept and the manner in which he may begin to successfully use this information. The emphasis in science at this level is on activities.

For kindergarten teachers who desire a suggestive or recommended unit approach with emphasis placed on basic concepts the Iowa handbook, *Science for Iowa Schools, Grades K-3*,¹ includes a section for the kindergarten. Recommended for the kindergarten are four units emphasizing concepts, activities, and scientific knowledge. These units are:

- The Sky
- Seasonal Changes
- Toys and Machines
- Pets

3. Language Arts

Meaningful activity for children in the kindergarten centers around two of the communication skills: listening and speaking.

¹*Science for Iowa Schools, Grades K-3.* (Des Moines: Department of Public Instruction, State of Iowa, 1964).

These in turn lay the foundation for two additional communication skills: reading and writing. Oral communication, the spoken language, is the basis of language development and the responsibility of the kindergarten.

a. *Literature*

Literature is the discipline of language arts. The child who hears good literature also has the advantage of hearing correct speech patterns which have an unconscious influence on his use of language. Appreciation of good literary form, of logic and sequence of thought, of economy and clarity of language, of sound effects and rhythm, all are started with the young child's early experience with stories, rhymes, and poetry. The teacher needs to plan interesting and varied experiences for children in literature:

Every schoolroom should have a library table or center where books can be attractively displayed on low shelves where children can browse during the many free periods of their school day.

Experience with books should lead to forming proper habits of handling books. Attention should be given to such items as clean hands, holding the books, and turning the pages from upper right. These may be done through individual assistance, demonstrated with small groups, or discussed with the total group.

The kindergartner needs the many experiences provided by literature. He learns from being read to, from listening to stories told, and from looking at picture books. He gains relaxation and pleasure from the sound of well-chosen words and the rhythm of both prose and poetry. Through literature he gradually enlarges his understanding of life. Selection may be made so that he gains understanding of people around him as well as of the plants and animals and machines of his world.

Children need opportunity to enjoy hearing stories and poetry told and read by the teacher. Older children may often share with Fives well-chosen material they have read, either telling or reading the story to them. Occasionally one will find a five-year-old who is able to read and he can share his story with other children.

the first of these is the fact that the system is not a simple one, but a complex one, and the second is the fact that the system is not a simple one, but a complex one.

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Dramatization of simple stories will be an interesting and worthwhile activity for this age--also, stories of everyday events with which the children are familiar.

Children occasionally enjoy telling simple stories they know well.

Mother Goose rhymes should have an important place in the program, introduced, if possible, with an attractively illustrated book, and shared through retelling, dramatization, and song.

Simple poetry expressing children's feelings and interests is of high value. First, poems need to be quite brief. A poem introduced for special occasions as the first snowfall or a rainy day may add much to the children's appreciation of the special situation. This material must have high literary quality.

Most children enjoy the rhythm of a poem. As they begin to join in the refrains, with rhyming words, or ending lines, they will soon ask for the selection to be reread again and again. May Hill Arbuthnot has stated: "A new poem is like new music. Sometimes you have to hear it several times before you know whether or not you like it. A new poem should be read several times when you first present it, and then reread on successive days."¹ Sometimes children need to move about to the rhythm of a poem.

Children enjoy hearing stories and poems from records. Careful selection needs to be made so the children hear worthwhile material. Record players equipped with earphones make it possible for small groups of children to listen to a particular selection while other children are engaged in another activity.

Five-year-olds often employ language in an artistic way. This tendency to "create literature" will depend upon several things:

- The genuineness and intensity of their feeling about things.
- The interest, fluency, and power they have in language.

¹May Hill Arbuthnot, *Children and Books* (third edition; Chicago: Scott, Foresman and Company, 1964), pp. 199-200.

"Would you like to tell a story about this picture?" or "Tell me how it sounded." or "How do you think it felt?" may stimulate a child to offer some expression of his thoughts or feelings. Pleasure in the form of language expression patterns repeated or sounds of words may be cultivated by the appreciation with which the child's especially "literary" expressions are received. Basically, of course, improvements depend upon experience with language. Children who "keep still" all day long do not suddenly contribute in the special discussion period.

"Appropriate literature well presented is actually lived by a child. Therefore, it has an important place in the extension of experience and in relation to a reading program."¹

b. *Listening*

Good listening lays the foundation for good speech--a child understands before he talks. Listening habits are developed best if the reason for listening is understood and seems personally important to the child. Five-year-olds tend to be self-centered. Their language will show their social feelings or lack of them, but we know today that good listening habits can be developed.

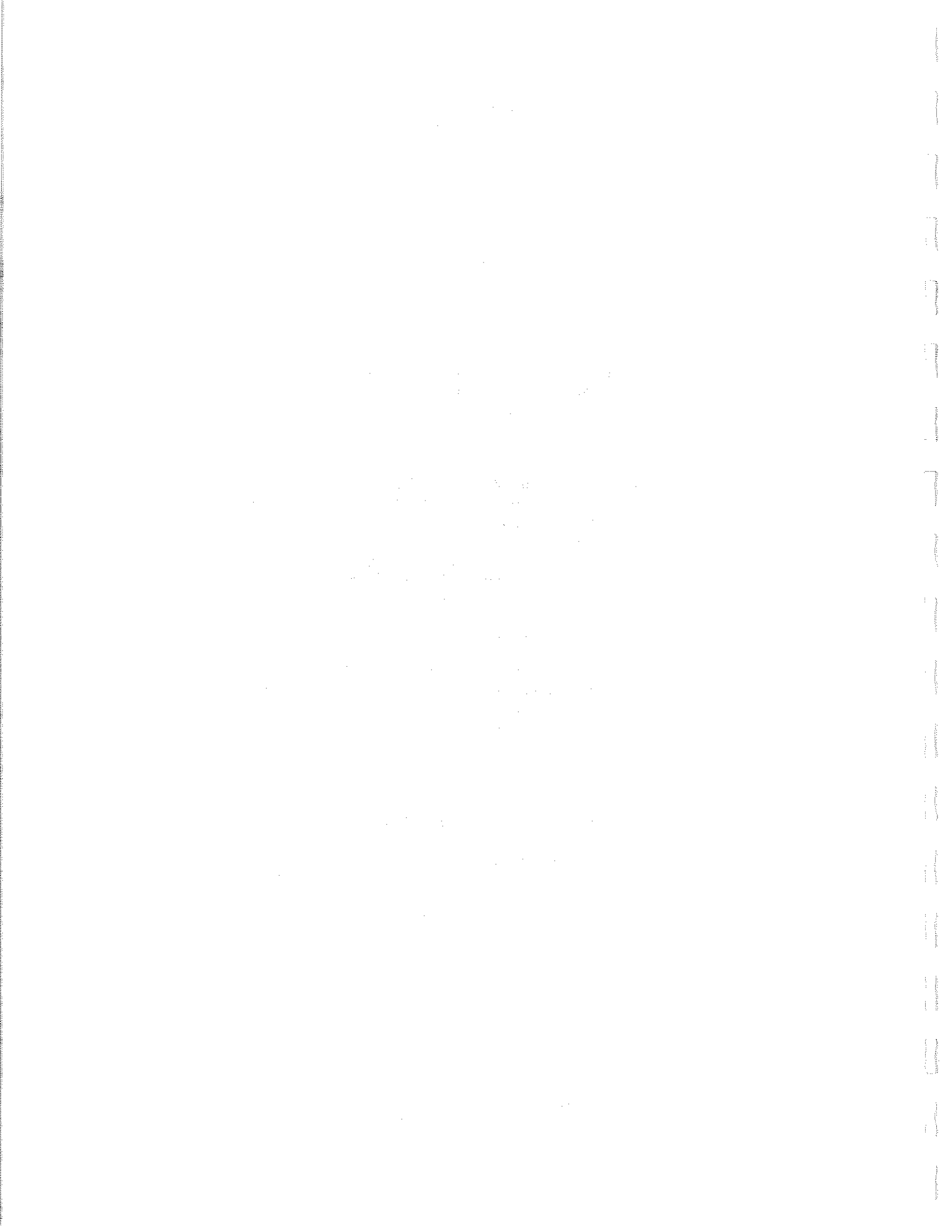
(1) Teacher attitudes and responsibilities.

- (a) Listen thoughtfully to children.
- (b) Encourage attentiveness to the speaker.
- (c) Do not repeat words or responses of children. Rather permit a child to restate.
- (d) Compliment good listeners.

(2) Children's attitudes and responsibilities.

- (a) When someone is speaking--others are listening.
- (b) Adjusting listening ability to fit a situation--individual, small group, large group.
- (c) Eliminate distractions--concentration on understanding speaker.
- (d) Listening to develop awareness of language.
 - Listening for main idea of a story.
 - Listening to note relationships as sequence of events.
 - Listening to discuss feelings and actions of characters.

¹Dorothy Koehring, *Getting Ready to Read* (Cedar Falls, Iowa: Extension Service, State College of Iowa, 1964).



- Listening for the purpose of securing an image of one or more senses.
- Listening to organize ideas for retelling.
- Listening to hear and discriminate sounds in our language. (Rhymes, beginning sounds)
- Listening to develop more precise vocabulary.
- Listening to the order of words in a sentence-- a necessary ability in the English language.

c. Speaking

*Language patterns will vary markedly because of the different cultural backgrounds which affect children in the formative years before entering school. Gradually through guided experiences in language activities the child can develop desirable habits and abilities in speaking. Marion Monroe in Foundations for Reading has stated: "The child's oral vocabulary is of two types: (1) the words he knows well enough to use himself in his own speech (the vocabulary of use) and (2) the words he understands when he hears them but which he does not himself attempt to use (the vocabulary of recognition)."*¹

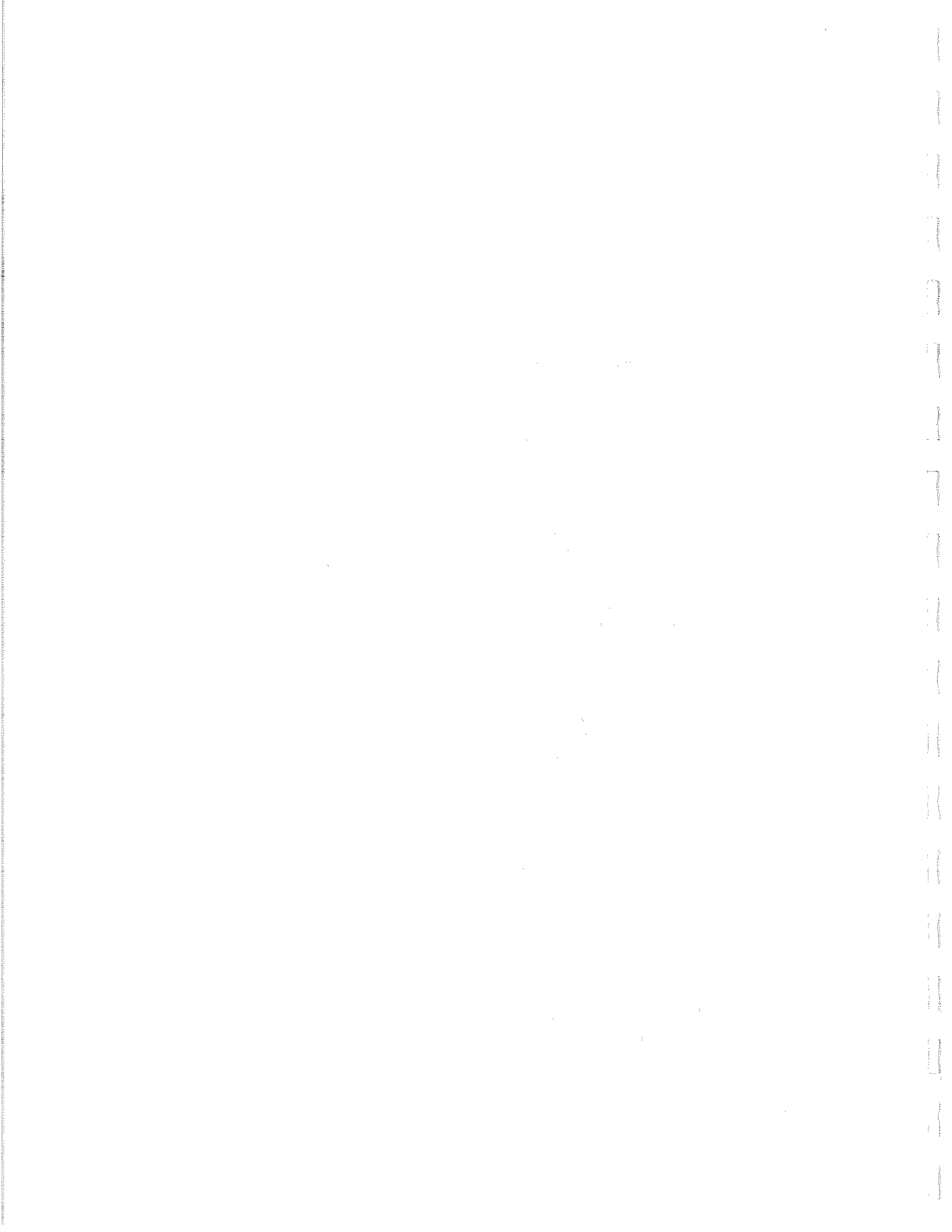
In the kindergarten we are concerned with the vocabulary of use in preparation for reading. The number of words a child can use to express himself is in all cases much smaller than the vocabulary to which he can respond. Estimates of the vocabulary of use vary. A recent study of the speaking vocabulary of kindergarten children² estimated 3,728 words.

(1) Teacher attitudes and responsibilities.

- (a) Using a pleasing voice, adjusting volume and pitch to size of group and the classroom.
- (b) Using acceptable forms of speech as correct examples.
- (c) Using varied vocabulary and phrasing adapted to five-year-olds.
- (d) Speaking directly to listener or listeners.
- (e) Balance in teacher-pupil participation in classroom activities.
- (f) Practicing the social graces--refraining from interrupting a child and negative correction of incorrect speech patterns.
- (g) Telling and reading stories and poems to children daily.

¹Marion Monroe and Bernice Rogers, *Foundations for Reading*, Informal Pre-reading Procedures (Chicago: Scott, Foresman and Company, 1964), pp. 11-12.

²Clifford J. Kolson, "The Vocabulary of Kindergarten Children," unpublished doctoral dissertation (Pittsburgh: University of Pittsburgh, 1960).



- (h) Participation in dramatization and dramatic play.
 - (i) Sensible use and practice of any reporting period. Few children--short periods--varied purposes--meaningful or appropriate occasions. Teacher guidance of accepted contributions to be shared by the pupils.
- (2) Children's attitudes and responsibilities.
- (a) Informal conversation in small groups.
 - (b) Awareness of adjusting voice, volume, and pitch to group--classroom--playground situations.
 - (c) Speaking directly to the listener--if someone is speaking, someone should be listening.
 - (d) Taking turns in discussing, planning, and summarizing group experiences.
 - (e) Dictating materials to be put into printed language for specific purposes.
 - (f) Telling make-up stories using words to give images for the senses.
 - (g) Retelling stories using appropriate sequences.
 - (h) Using precise vocabulary in describing objects or situations.
 - (i) Meeting social situations which arise in kindergarten social living activities.
 - (j) Dramatizing familiar nursery rhymes, stories, or impersonating familiar characters.
 - (k) Giving simple directions.
 - (l) Using words that rhyme, match beginning sounds with other words. All work should be in sentences rather than in isolation of sounds or words.

d. *Reading*

All activities and experiences of spoken language build the foundations for printed language. Learning to read, it is agreed, is perhaps the most difficult task any human being ever masters.

A teacher must evaluate individual and small group abilities to use spoken language before using published pre-reading materials. Published pre-reading materials can be used in small groups with understanding of the skill involved and the teacher being aware of the instructional climate for five-year-olds. This, of course, means: short periods of time, developing spoken language for a particular purpose and careful planning with other children for independent pupil responsibilities. Is this feasible in a true democratic kindergarten? Certainly it cannot be accomplished until the total group has learned to live together and take individual responsibility.

Supervisors and teachers realize that not all children will be using published pre-reading materials at the same time. Youngsters need time with the teacher: to talk, to be read to, and to develop patterns of spoken language. It may be many months before they need pre-reading materials. Some kindergartners may not reach or have the need for formal printed materials during the first year in school.

"At the pre-reading level, as at succeeding levels of reading, a child can interpret content only by relating that content to previous experience that he remembers and can verbalize. At the pre-reading level pictures, stories, and experiences take the place of a printed text, but the thinking processes of interpretation are much the same as the child will use later when he actually reads."¹

e. *Handwriting*

Writing is a functional activity dependent upon success in the language arts of listening, speaking, and reading. Writing, the most difficult skill of the language arts, requires knowledge of letter formation, spelling, and punctuation. Development of small muscles through activities such as painting at the easel, coloring, and fitting large objects on newsprint can be provided at the kindergarten level.

Many teachers help children to manuscript (write) their names while in kindergarten. This should be taught individually and each child should then be given a model and instruction.

Following a study of kindergarten children in Minneapolis, Minnesota, Neith Headley suggested ways in which children during the first year can prepare for writing experiences in later years. She stated: "Writing as a drill-skill should not be introduced in kindergarten. However, children should have opportunities:

- To develop muscle and eye-hand coordination.
- To appreciate the left-to-right sequence in words.
- To appreciate the fact that letters are placed on a horizontal baseline.
- To be alerted to the fact that there are several kinds of letter symbols which may be used in writing.
- To see how manuscript letters are formed."²

¹Marion Monroe and Bernice Rogers, *Foundations for Reading* (Chicago: Scott, Foresman and Company, 1964), pp. 115.

²Neith Headley, "To Write or Not to Write," *Childhood Education*, XXXVII (February, 1961), 260-263.

4. Mathematics

Mathematics is the overall science dealing with the relationships of quantities, measurement, and properties. Today, five-year-olds who enter school have been exposed to the world of mathematics through experiences with television, addresses, and telephone numbers. The kindergartners have a personal awareness of number in relation to their home, family, and other children. From this background the teacher strives to direct and extend experiences toward mathematical concepts. She seeks:

- To develop understanding.
- To observe additional relationships.
- To develop vocabulary for talking about personal relationships.

Basic to all mathematics is the idea of one-to-one correspondence, grouping and regrouping, and understanding of numbers system. Mathematics at the five-year-old level is not a separate school subject, but very much a part of living. The idea for the kindergarten teacher is to remain at the concrete level using as many manipulative materials as possible.

Through discussion and discovery of the world of people and things about them, children begin to develop concepts of things in space and their relationships to concepts, such as:

- Quantity
- Distance
- Size
- Shape
- Place
- Temperature
- Speed
- Weight
- Height
- Age

The following are suggestive illustrations of vocabulary and understandings developed through relationships in classroom living:

many--few

Do we have many or few balls for the number of children in our room?

Do we have many or few chairs for the people in our room?

Do we have many or few tables for our kindergarten?

Do we have many or few toys for the kindergartners?

as many as

Do we have as many boys as we have girls?

Do we have as many chairs as we have tables?

Do we have as many chairs as we have boys? girls?
all kindergartners?

(Each of the above activities is developed through one-to-one correspondence by actual performance.)

*more than--less than
greater than--fewer than*

Have all boys stand in a group, have those with brown shoes step forward. Then do one-to-one correspondence between all boys and those with brown shoes. Do we have more than or less than with either group? Use additional experiences with girls, boys, total group.

Using milk cartons (school size) place three on a table and ask if this is a greater number than we need for the number of kindergartners sitting at the table? Is it a fewer number than we need?

After establishing the understanding of vocabulary of "few, many, greater than, as many as," the kindergartners can learn to recognize groups of one, two, three, and four. Notice this is developed but not through counting!

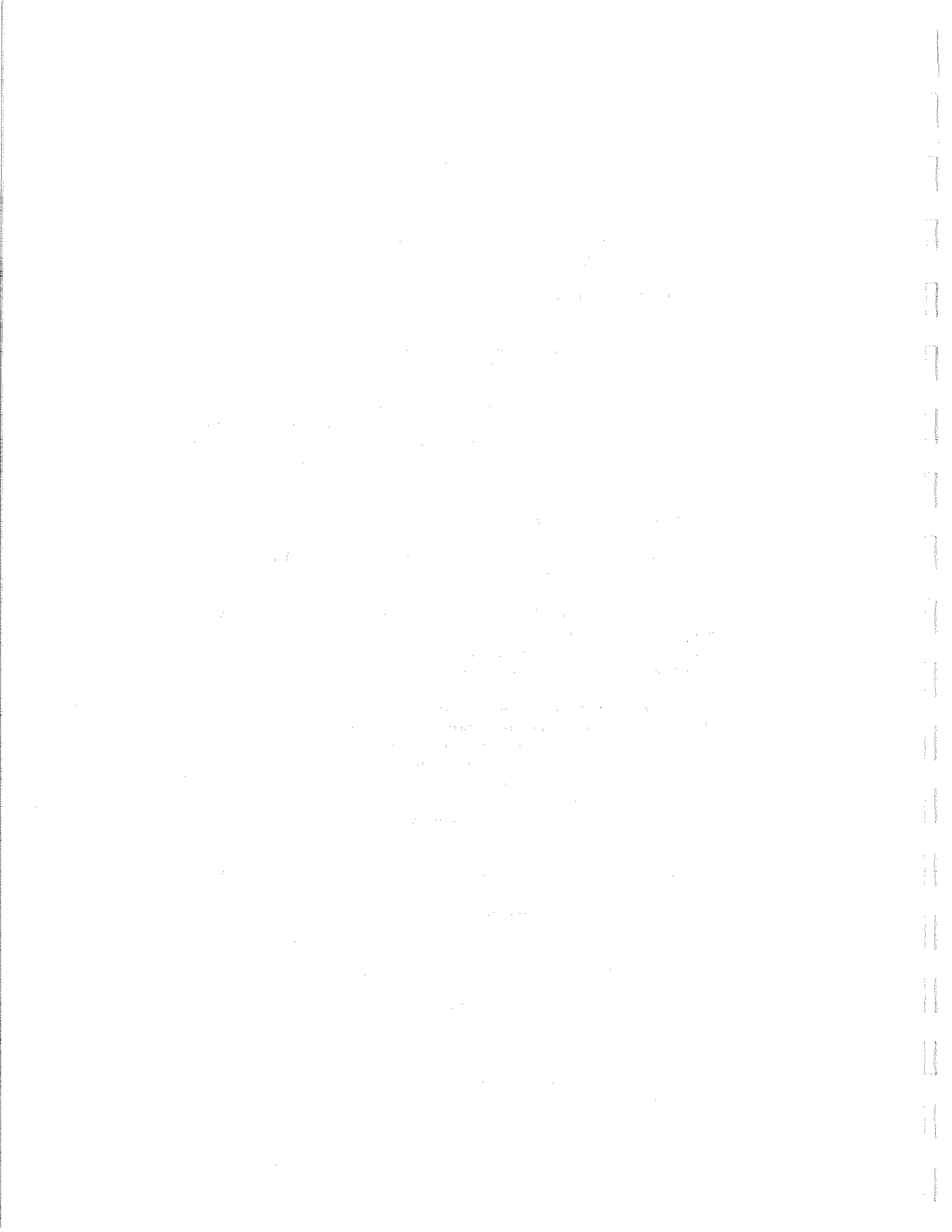
We establish meaning for quantity by giving children three objects and teaching the name for this number. The children then do one-to-one correspondence with many kinds of objects of the same quantity, and orally use the name "three." The understanding of three can develop as children look for "as many as" in the world around them. Further understanding develops as the children, through one-to-one correspondence, establish that two books are not "as many as" or "are fewer than" three books.

One, two, three, and four are words for talking about how many things a child sees; he recognizes a quantity without having to count, for he has had many experiences and he knows by looking what constitutes each quantity.

Comparison, Size, Shape, Height, Weight

<i>small</i>	<i>smaller</i>	<i>smallest</i>
<i>big</i>	<i>bigger</i>	<i>biggest</i>

Using boxes, balls, height of children, chairs, tables, pencils, books, and containers, ask questions encouraging children to see relationships and use appropriate vocabulary.



The above vocabulary needs to be extended to include size in comparison to shape: ball-box, balls-boxes; different sizes and shapes of pencils, of blocks, tables within the room, chairs, toys.

"In their play, five-year-olds are continually practicing and experimenting with numbers, sizes, dimensions, and units of all sorts. How concerned they are with observing big, discerning bigger, and finding biggest, whether this involves trees, triangular blocks, sticks, stones, mugs, or bugs!"¹

far	farther	farthest
near	nearer	nearest

Have a kindergartner walk three steps from the teacher, have another child walk ten steps from the teacher. Ask which one is nearer? Which is farther? This may be extended to groups of children or objects on a table, rooms within the school building.

The child learns through experiencing. Therefore, the more senses that become involved, the greater the learning. Permit the children to handle a small ball, a coin, a pencil, a button, a stone. With the teacher's encouragement the discussion would center around shape, and how these are alike. (round)

Round means different things. Have the children stand or sit in a circle. (round)

The teacher draws circles of different sizes on the chalkboard. It is at this point the children may transfer the experience of drawing circles or round rings on large sheets of newsprint.

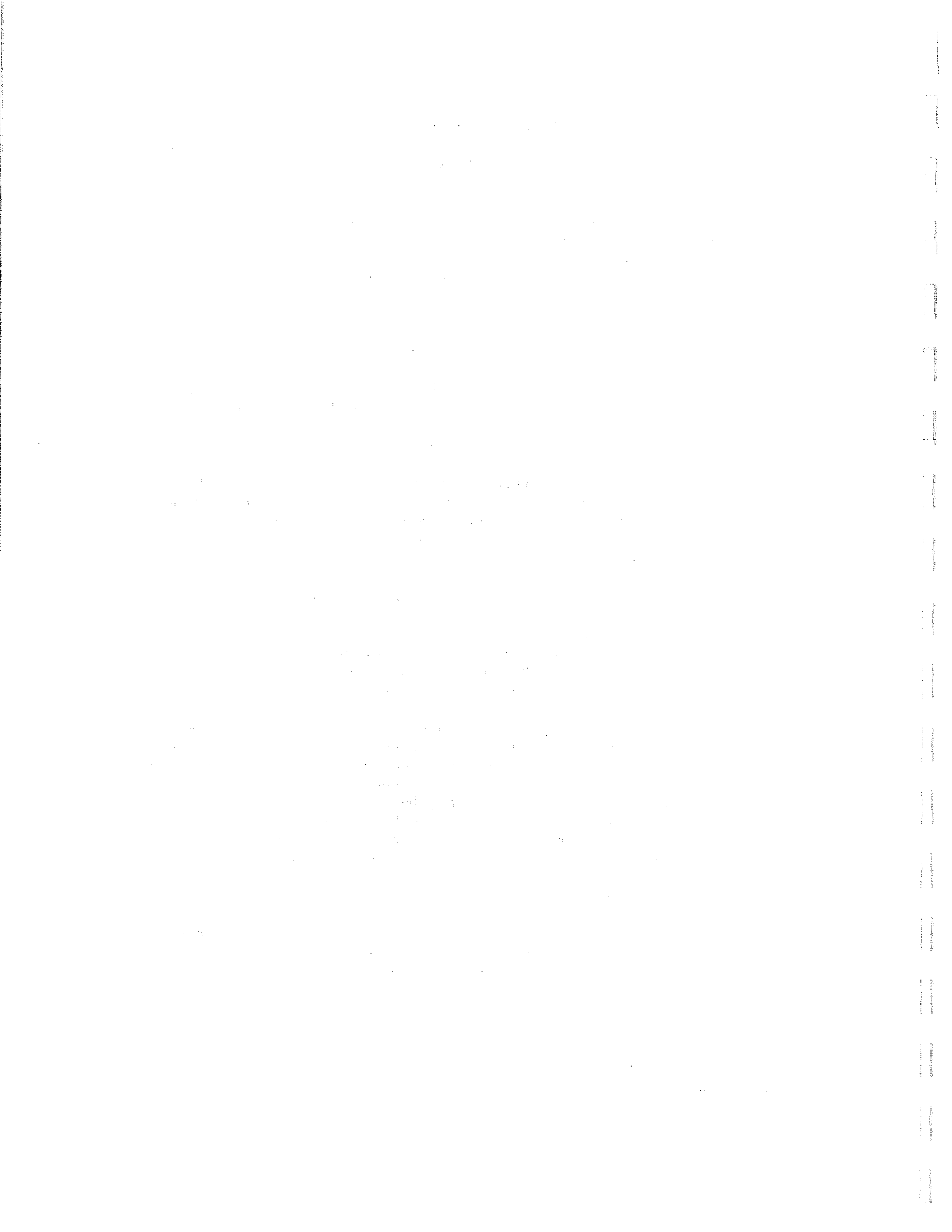
Children can experience measuring of many kinds, estimating and comparing as to length of strings on boxes, height of children, height of a plant, use of a cup and pint for cooking, and using the calendar. Again from Marguerita Rudolph: "Kindergartners can learn a great deal, but the technical level must always be fitting to five-year-old hands, minds, and feelings, to five-year-old muscles and coordination, and especially to five-year-old scope of interest and tolerance for failure."²

Oral Vocabulary for Mathematical Learnings

This vocabulary list is limited to words which have specific meaning in the field of mathematics and in the range of understanding common to five-year-old children.

¹Marguerita Rudolph and Dorothy Cohen, *Kindergarten: A Year of Learning* (New York: Appleton-Century-Crofts, 1964), p. 385.

²*Ibid.*, p. 387.



as long as
as short as
as many as
greater than
less than
more than

big, bigger, biggest
far, farther, farthest
fast, faster, fastest
few, fewer, fewest

heavy, heavier, heaviest
high, higher, highest

large, larger, largest
long, longer, longest

near, nearer, nearest

short, shorter, shortest
small, smaller, smallest

tall, taller, tallest

circle
line

group
height
number

few
more
many

how much
how many

one
two
three
four

first
second
third
fourth

pint

penny (cent)
nickel
dime

1. The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt$$

and to the study of the properties of the function $F(x)$ defined by the equation

$$F(x) = \int_0^x \frac{1}{1+t^2} dt$$

and to the study of the properties of the function $G(x)$ defined by the equation

$$G(x) = \int_0^x \frac{1}{1+t^2} dt$$

and to the study of the properties of the function $H(x)$ defined by the equation

$$H(x) = \int_0^x \frac{1}{1+t^2} dt$$

$$H(x) = \int_0^x \frac{1}{1+t^2} dt$$

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$$H(x) = \int_0^x \frac{1}{1+t^2} dt$$

5. Music

Music is another field of art, a form of expression through which children deepen and enrich their experiences and which they may learn to appreciate when they listen to others' expressions. Singing is natural to young children. Opportunities for listening and singing should be assured. Singing with a group to enjoy the melody, the words, or the mood is very much a part of kindergarten education. Some kindergartners will sing along and in turn encourage others to "make music" on their own. Music satisfies basic emotional needs, and is very much a part of their daily school experiences.

Other musical experiences also are important--listening to instrumental music and experimenting with sounds. An approach to rhythm may be made in these ways:

- As dramatization of songs or rhymes.
- As repetition of an enjoyed activity with appropriate music added.
- Through body movement as free interpretation of what the music suggests.

Music encourages continued free movement and provides opportunities for the child to use his entire body, his voice, his hands and feet. He listens to music and finds joy in singing, in rhythms, and in participation. Music is important in the kindergarten program.

6. Rhythms and Games

Kindergartners as a rule need only the encouragement and opportunity to participate in rhythmic activities. A first requirement for such activities is ample room or floor space. This is essential for small group or entire group participation.

The alert kindergarten teacher observes rhythmic expression in the children's daily activities. Probably the best indication of rhythm is in body movements of kindergartners as they work and play. Expressions often noted may include humming and tapping while building with blocks, nodding the head in rhythmic pattern while in an activity, swaying the body as clay is pounded, tapping a stick against another object, moving fingers or hands in rhythm while finger painting, and pounding a tool in time with voices.

Walking, running, hopping, skipping, jumping, and swinging as a rule are voluntary rhythmic activities. Consider walking and the variety of rhythms which might be involved in this activity:

- Walking loudly or softly.
- Walking slow or fast.
- Walking on tiptoe, or stomping.

It is natural for young children to engage in the former movements readily, even spontaneously, yet a common belief has been "rhythm must be taught." The extremely self-conscious kindergartner will enter into the activities if there is support from a second or even a third child. The small group or part of a table-group participating together at the beginning of the school year enables the reluctant or hesitant kindergartner to become an active participant.

If the kindergarten classroom space is adequate with necessary equipment for pupil use, formal games involving rules will be reduced. Games need to be adapted to the group size. For kindergarten children who must view one individual performing, interest lags when the length of time before each receives a "turn" becomes too great.

Kindergarten games should involve body activity. However, competition as such is not for the kindergartner. Since the five-year-old usually is an active individual, his needs require work and play involving bigger muscles. The average home may not have equipment, and seldom the space for climbing, crawling, pushing, bouncing, and jumping. Therefore, the school should provide space and equipment to meet the needs of the kindergarten child.

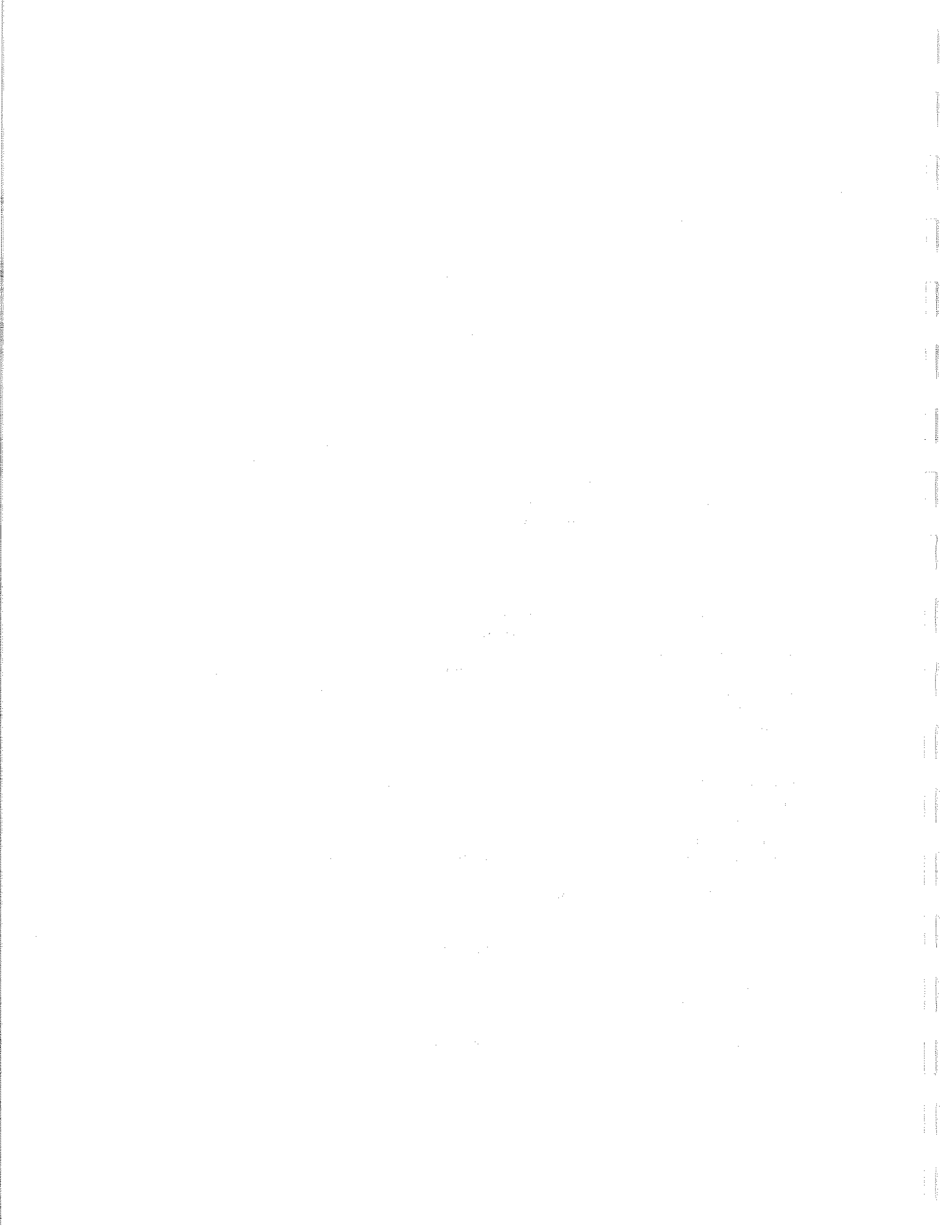
Material contained in Section D of the *Kindergarten Handbook* has been presented to remind those working with five-year-old children that each child who enters kindergarten is different from every other child. Although all children advance through the same stages of growth, each child moves at his own pace. A kindergartner is ready for learning, thinking, playing, and investigating the world around him. The kindergarten should provide a rich program of worthwhile experiences in daily living along the lines which children most enjoy.

Some five-year-olds are ready for working independently or within a group. Kindergartners are ready for learning, but for the immature five-year-olds, the independent or group work becomes a developmental process of learning--spaced to meet needs of the children. In the kindergarten a child is introduced to a group situation which differs from the home and possibly from earlier school experiences. The kindergarten program should recognize the differences and plan for development of growth of each child to the fullest extent: emotional, social, physical, and intellectual.

FOR FURTHER READING

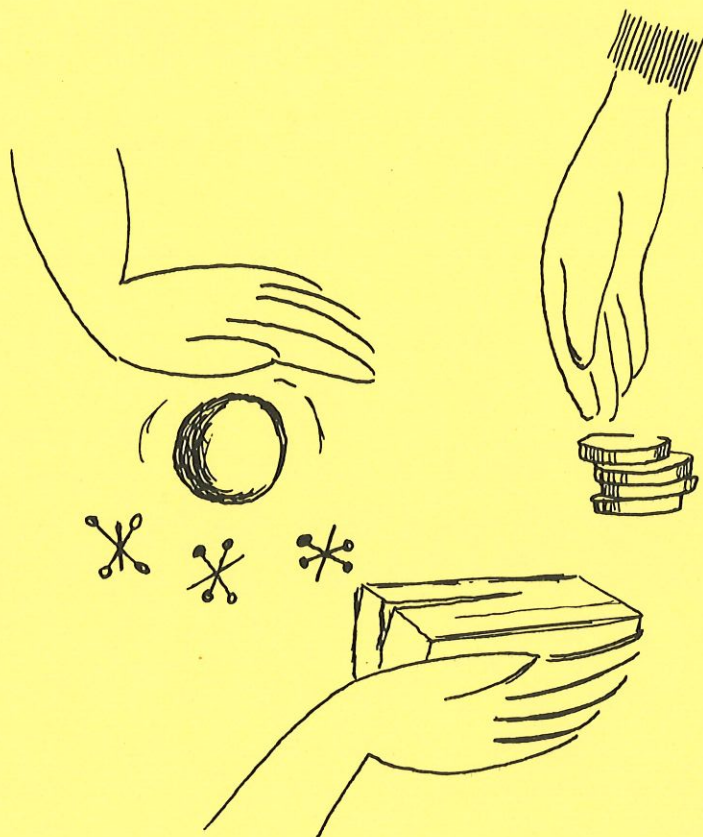
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Programs for 5-year-olds



Section E
KINDERGARTEN HANDBOOK
Iowa State Department of Public Instruction
Des Moines
1966

PROGRAMS FOR FIVE-YEAR-OLDS

The kindergarten is a place for beginning the educational program of each child. It marks the start of a double role that exists throughout the growing years: a learner and a human being.

The kindergarten child is ready and eager for the tasks which the school should offer him. It is there he should begin:

- to learn about the world in which he is growing,
- to incorporate its standards and rules, and
- to become productive within that world.

It is in the kindergarten classroom as well as later in the elementary building or primary center the kindergartner encounters new adult authorities. Through his many and varied experiences, he will gain a new knowledge of behavioral expectations or patterns. An understanding of characteristics typical of five-year-olds is an essential in the development of a good kindergarten program. Remember five-year-olds are only 60 months old and changes in behavior come gradually.

Each child differs from every other child. Therefore, children who attend Iowa school kindergartens should have the opportunity to:

- Establish a personal sense of security and well-being in the school and in a classroom situation.
- Live and work with similar-age children in purposeful activities.
- Experience sharing of possessions.
- Develop motor skills and physical coordination through direction and proper use of apparatus.
- Develop skills in thinking and application.
- Use personal knowledge in new learning situations.
- Receive assistance in perceiving relationships in problem-solving situations.
- Have social experiences needed specifically by an individual or a group.
- Experience situations which differentiate freedom from responsibility.
- Experience a breadth of activities which build a foundation for future reading needs.

A. The kindergarten day.

Young children cannot remain quiet for long periods of time and may become over stimulated by too much activity if the endeavor is carried on for extended periods. As a transition is made from one activity to another, the change should be as easy as possible. Rearrangement of room equipment should be kept at a minimum. Space within the kindergarten room for group activity needs to be available without shifting or moving tables, chairs, and other equipment in the areas.

Within the kindergarten, there is need for alternating quiet and vigorous activities for the total group. Socialization, which is so much a part of the kindergarten program, is conducted through introduction and direction of activities for both individual and group participation.

B. Attendance at beginning of year.

For a period of one and preferably two weeks at the beginning of the kindergarten year a form of space-staggered attendance of the total enrollment is highly recommended. This means a designated number of children attend school for a short period of time during each session: an hour or slightly more. The sensitivity of a regular session where each child will have opportunity to become acquainted with the teacher and with other children adds to the security of the beginner. This, also, adds in a feeling of familiarity with the new surroundings and develops the feeling of security within the kindergartner himself.

For parents to become informed of the needs, values, and practices of a local kindergarten using the idea of spaced or staggered attendance at the beginning of the school year, the administration, including the supervisory staff, should explain the program during the spring round-up or kindergarten orientation. If the suggestion is new to a particular community, a pilot program might be introduced, with a follow-up evaluation with parents and teachers.

C. Class size.

A question often asked by educators: How many inexperienced, young individualists can work and play together for two, three, or four hours at a time? Neith Headley¹ and Lorraine Sherer² agree the ideal size of a single kindergarten is from 20 to 25 children. As stated in Section D, *Experiences Five-Year-Olds Need From School*, a reference was made to class size of 20 to 22 pupils within a section. One recommendation by a group of kindergarten teachers, following a study of individual personalities, indicated a range of 18 to 22 pupils for a section. At this point the suggestion, based on the preceding figures, is made: The ideal class size appears to be 20 to 22 pupils.

There is a current need to review group sizes in public school kindergartens. With two sessions a day, a teacher has a responsibility which tends to defeat the purposes of child guidance which

¹Neith E. Headley (reviser), *Foster and Headley's Education in the Kindergarten* (fourth edition; New York: American Book Company, 1966), p. 26.

²Lorraine Sherer, *How Good Is Our Kindergarten?*, Guidelines for Education of Five-Year-Olds (3615 Wisconsin Avenue, N. W., Washington, D. C.: Association for Childhood Education International, 1959), p. 14.

in the true sense is the reason for existence of kindergartens. The pupil-teacher ratio should be one that permits each teacher to adequately observe and guide the kindergartners in their activities and to have sufficient time to share information with parents.

D. The kindergarten program.

The program for the five-year-olds reflects the teacher's planning for a growing understanding and interpretation of the expanding interests of children. The Fives make use of play materials in increasingly mature ways. The number working together increases from two to three, and sometimes four.

Many facets must be considered by the kindergarten teacher as she develops the program for the five-year-olds. Factors to be considered as programs develop are:

- ① Length of school sessions.
- ② Size of group enrollment.
- ③ Physical arrangement of the room.
- ④ Amount of equipment for use in activities and instruction.
- ⑤ Nearness of outside work and play areas.
- ⑥ Physical needs of the particular group for outdoor activities, for rest, milk period, and toilet periods.
- ⑦ Maturity range of children.
- ⑧ Possible interests of children in relation to school community and home environments.
- ⑨ Teacher's personality.
- ⑩ Teacher's training and preparation.

E. A good day for Fives.

A good day for five-year-olds is much like a day for adults. It includes evaluating and planning activities to have:

- ① Something important to do.
- ② Time to do it.
- ③ A certain amount of success.
- ④ Acceptance by the group.
- ⑤ Opportunity for self-expression.
- ⑥ Time for fun.
- ⑦ Time for rest.
- ⑧ Opportunity for growth.

Something important to do means something important to the child. For example, a kindergartner feels his role as a table-leader is important in responsibility for the day or for the week. The child assigned the care and direction of housekeeping duties for the play-house, the leader in a rhythm activity, the message-carrier to the principal's office, and the child asked to assist with a specific activity during the day--all help to make learning important.

Children value learning. It is satisfying to be conscious of having developed a new plan, acquired a new bit of knowledge about guppies, tadpoles, frogs, or mastered a new ability in singing. In planning each day, a teacher should consider whether the varied activities will provide each child with some new learning. The teacher needs to help children recognize the value and importance of what they have learned quite unconsciously sometimes; about playground activities--about buses--the zippers they can zip alone--the stories they remember to tell Mother--the block of wood placed in front of the wagon wheel.

Working with hands is important to the five-year-old. Likewise, it is important for the teacher to observe facial expressions of the boy driving a nail into the block of wood for his boat or the girl arranging the bedclothes of the doll bed in preparation for the doll to sleep, or the combined efforts of a team of kindergartners completing a block wall or building. Handling of tools, manipulation of toys, in what may look to an adult like random movement, has value and significance to the child if his maturity and experience have not yet prepared him to use the materials more expressively. The child may be experiencing some emotion or just glorying in the feeling his muscles give in the vigorous, strength-like actions.

Children need plenty of time, and some children need even more. The young kindergartner may seem to run in high gear, but his direction is not constant and he sometimes stalls completely. Outside pressure doesn't always help; in fact, it sometimes hinders or harms. Therefore, the five-year-old needs a flexible program built around large blocks of time in which he can operate.

If a child is slow in movement, the kindergarten teacher must consider whether his energy-output is low or whether the mode of movement is natural. If the cause is physical, a different approach is necessary. If the cause is lack of interest, boredom, emotional problems, consideration and evaluation of the program is necessary by the supervisor, the consultant, and the classroom teacher. Whatever the cause might be, attention is necessary. Just hurrying children is not the answer. Besides, kindergartners often may be observing, thinking, planning in their own minds while adults say they are just wasting time. On the other hand, they may be postponing doing what they are not mature enough to do with reasonable ease.

A certain amount of success is essential. The teacher's task is to help the kindergartner do the job he is ready for, to create a favorable situation for his activity, to encourage persistency by giving the bit of help needed, and to recognize achievement.

Success is gained through participation in an activity program with emphasis on functional learning and meaningful experiences. Such preparation is the basis for later progress in learning and using skills.

Five-year-olds need help in recognizing their successes: a quiet smile from the teacher, a word of praise from another kindergartner or adult, an occasional bit of group applauding, a soft pressure or pat of the hand by the teacher, a quiet (voice) remark, and a pleasant facial expression accompanying a nod of the head.

Acceptance by the group, so necessary for all kindergartners, is built upon cooperation rather than competition and rewards. Kindergartners can accept a negative comment on group performance. They, likewise, will accept constructive evaluation of what they did if they are certain of their place in the group, and if they have a deep interest in the job performed.

Acceptance within the group means each kindergartner is accepted as the individual he is and for the contribution he makes to the group. "Group" as a word changes in meaning, size, or importance, that is: the table group, the work group or team, the housekeepers, the activity group, the rhythm group, the teacher and pupil team, the bus group, the play area teams, and the interest area groups.

Opportunity for self-expression is necessary. Society needs individuals able to think and express themselves, and this training begins early. That is the reason for children of all ages to be free to create--to choose.

Freedom to choose implies responsibility. If a kindergartner is allowed to choose and select, then he must be responsible, and will learn from his failures. However, no five-year-old can bear the load of too many failures, and must not suffer for mistakes of a serious nature.

As the young child tries making choices, he will need help and direction. The teacher helps him to see ahead of time what the problem is. In a helpful way the kindergartner is given indirect guidance, but at the same time he needs to realize the choice is his own.

Time for fun. Children thrive on pure delight and during each day there needs to be time for a happy togetherness as the kindergarten group works and plays together. For a kindergartner, fun is synonymous with happiness.

Every teacher knows the value of a good laugh. Every sensitive teacher knows that a restless, disinterested group can be brought together by a likable story. Singing together, a group rhythm, or a game-in-the-round helps everyone feel better and be ready for new directions. The kindergarten teacher is the one who senses and times the need for recreational activities, supplies the proper finger-play, begins the right song, conceives the need for a trip to the playground, or a walk in the open air.

Time for rest is a basic need for the five-year-old. This includes relaxation moments as well as planned rest periods. A five-year-old's session at school will result in numerous work and play periods, listening and participating activities, and individual and group tasks.

Time for five-year-olds represents many things: squatting on the floor for a few seconds, flopping on the rug in the following few minutes, or standing observing another kindergartner at work. Such opportunities plus many others offer relaxation for that particular moment or for a short period. Providing rest periods or relaxation periods for kindergartners enables a balance between quiet and activity, provides a time of uninterrupted quiet, and helps the five-year-old learn to enjoy a quiet period.

"Opportunity for growth." Each day the five-year-old is in the kindergarten, opportunities must be provided for his growth. This growth will revolve around accepting every child for what he is and where he is at the time he enrolls. Five-year-olds in most instances have been alive five years. So, remindful of the objective of education, the closing thought for this activity is: *A good day for Fives means a good day of experiences at the five-year-old level.*

F. Suggested plans for programing.

Organization of the kindergarten program is important in the intellectual development of children. Common questions from teachers of kindergartners to supervisors and consultants have been:

- How does one organize the program to guide development of the five-year-old?
- How does one direct thinking of individual children or a group of children in the work period?
- How does one find time to talk with the individual kindergartner?
- How does one have time to explore a particular interest with an individual child or a small group of kindergartners?
- How does one develop resourceful thinking with the various levels of children in the kindergarten?
- How does one care for varying levels of ability, the individualistic level of a few, and the over-aggressiveness of a smaller few?
- How does one deal with the quiet child who makes no contribution?
- How does one retain the identity of each section of kindergartners when housed in the same classroom?

A flexible program built around large blocks of time enables the kindergarten teacher to vary the time of day with the experiences. This large block-of-time plan provides opportunities for development of children in an effective way. The kindergarten teacher is the

organizer of experiences which permit children to grow and learn. Consequently, this will be accomplished when children are permitted to work and play in a productive manner without complete adult domination.

1. *Work-play and planned-sharing periods.*

Some authorities refer to major blocks of time as the period in which teachers are doing their most effective work with kindergarten children. These are the work-play period, and the planned-sharing period. The two periods consume the greater part of the school day, but most important in this type of organization is how the teacher uses them.

The work-play period is a time for:

- Exploration
- Experimentation
- Achievement

For the kindergartner, this period of time for using materials, both known and new, and experiencing depth by returning to an activity on several occasions. The word play is part of learning because, to a five-year-old who expends energy as he pursues an activity, *play is work and work is play.*

Kindergartners need time to experiment, to explore, and these in time assist in achievement and success. Repetition or practice over and over with an activity or a particular piece of work is essential for kindergartners. It is because of this many kindergarten teachers plan the work period at the beginning of the attendance session. Many kindergartners come to school with an idea, only to have a waiting period forced upon them, and the idea may never have a chance to unfold or develop.

During the work-play period some kindergartners will work independently, others will prefer companionship, some will ask a friend to join them, while a few will work alone for a time, later inviting someone to assist or to look. Some days a five-year-old will work only a short while and develop another idea. Again, the work time may extend to 45, 60 minutes or longer.

The total block-of-time will vary with teachers and this might begin when the children come to school and extend for one hour to one and one-half hours. There may be teachers who with a section of older-age kindergartners find the group directed-work period, which might include the clean-up period, the individual bathroom privileges, and the preparation for outdoor experiences to extend to two hours. The days the Easter eggs are dyed, the time for baking cookies, the days a special community or committee project is developed or constructed will add to or substitute for the individual pupil-work activities.

Focus on a single activity, one in which the entire kindergarten class is likely to participate, is the planned-sharing period. This may include the telling of a story, the reading of a poem, the sharing of a picture or illustrated storybook, the singing of a song, the planning for a trip, the dramatizing of a favorite rhyme or story, the listening to a recording, and the planning of a special activity.

The planned-sharing period will vary in length. This, likewise, is true of the content of the period. Children's interests vary and change, as well as the teacher's observations of individuals and the total group. In turn, the teacher's observations should aid in guidance for the sharing of ideas and experiences offered by the kindergartners.

2. *Work--health--activity periods.*

Many activities take on new dimensions when children have longer periods of time to work with equipment or to develop ideas. Sudden or frequent changes of the routine may cause frustration or disorganization, which again emphasizes the fact that the kindergartner needs more time than older children to change from one activity to another.

Programs with similarities found in many kindergartens are those with three large blocks of time, namely: the work period, the health period, and the activity period. The work period is one in which kindergartners have problem-solving experiences. The problem to be solved may be one of an individual, of a small group, or of the entire enrollment. However, the approach to the solution and the actual work involved consists of plans, use of materials, production, testing of ideas, and discussion with the teacher and other kindergartners.

Some kindergartners arrive in the classroom ready for the work period while others have no idea of what they want to do. The alert teacher will assist in furthering the work of the advanced thinkers and at the same time assist in formulating plans for the undecided five-year-olds. Evaluation of individual or group projects or activities will be conducted under the guidance of the teacher whenever needed. As stated earlier the work period is the time:

- To provide the kindergartner with an opportunity for self-expression.
- To assist the kindergartner in the use of materials in completing a project.
- To help the kindergartner learn to work and share with other kindergartners.
- To provide the kindergartner with opportunities to participate in problem-solving situations.

- To encourage the kindergartner to complete a task or an activity.
- To teach the kindergartner orderliness within the classroom and care in the use of equipment and materials.

The health-period is concerned, first of all, with the health education of the five-year-old. Establishment of a good routine is essential, both at home and at school. If a health-period is to be a part of the kindergartner's day, what factors essential for living and working are necessary?

- a. A school building fireproof, and free from hazards.
- b. A well-lighted, properly-ventilated and heated classroom.
- c. Sufficient size and space for activities, instruction, and interest areas.
- d. Storage space for equipment, to be easily secured by pupils and teacher.
- e. Restroom facilities within the immediate area.
- f. Drinking fountain, or paper cup dispenser within the classroom.
- g. Equipment for rest or relaxation.

Desirable health habits are not acquired by talking about them. Rather, actual participation in and practice of a habit is part of the kindergartner's education.

- a. Washing the hands with soap and drying the hands often may need to be demonstrated by pupils and teacher. This is especially true if use of paper towels is a new experience for any child.
- b. Drinking water in addition to the daily milk or juice served during the health-period should be encouraged and taught.
- c. Use of a handkerchief or cleansing tissue should be taught and re-taught during the months when colds are common.
- d. Instruction in the use and occasional checking of restroom facilities including the flushing of the toilets.
- e. Need for wearing boots, overshoes, shoe rubbers, caps, jackets, coats, and mittens during seasonal changes or particular seasons of the year.
- f. Use of cots, mats, or rugs for rest-quiet period.

The morning or afternoon refreshment of milk or juice is part of the health-period. If this is preceded by the hand-washing and toilet activities, the teaching and frequently the re-teaching of personal habits become part of the health-period. If the snack time follows a time of active play, a social-table situation may provide opportunities for social habits to receive positive attention.

The alert kindergarten teacher who is sensitive to the needs of the group and selects the kinds of activities which are geared to development of five-year-old children is providing depth to

G. Is there a need for evaluation?

Evaluation in the kindergarten, as at all levels of instruction, is a continuous process. It may occur during the work-play period with the individual kindergartner or with a small group of kindergartners. It will occur often with the entire group as they progress together. Appraisal may occur at the close of the work-play period or during the planned-sharing period.

Evaluation may come at the beginning of the day, as the planning is in progress for the work to be attempted during the work-play time. Appraisal may need to be done because of a previous day's work, an overview of the work because the teacher senses a need for counsel or direction.

What is the kindergarten providing for each child? This question is best answered in the publication, *Kindergarten Today*, "Criteria for Evaluation," which states: "Evaluation of the kindergarten should be in terms of its contributions to each individual:

Is he learning to work from interests and purposes?
Has he the opportunity to make choices?
Has he a variety of experiences?
Has he opportunity for creative experiences?
Has he opportunity to plan? to evaluate?
Has he opportunity to observe? to solve problems?
Is he treated with respect and consideration?
Does he get along with other children in play and work?
Is he developing a positive attitude toward school?
Is he developing self-reliance? self-control?
Has he a feeling of security with adults and peers?
Is he building readiness for academic work?"¹

Throughout this handbook, encouragement has been given for kindergartners to experience, explore, and experiment for learning growth. If the five-year-old is to grow and improve, the positive approach for criticism gives support to this theory.

What experiences need to be provided during the kindergartner's day at school that his developmental needs are satisfied? A check list for kindergartens stated in *Kindergarten Today*, "Criteria for Evaluation," provides:

Action? Are there opportunities for release of energy through exercise?
Rest? Are rest periods regularly scheduled? Is there a rhythm of quiet and action?
Experiences suited to his developmental stage? Immature eyes and hands are not ready for the exacting tasks of reading and writing.

¹*Kindergarten Today*, A publication of the Department of Elementary-Kindergarten-Nursery Education, National Education Association (Washington, D. C.: National Education Association, 1963), p. 18.

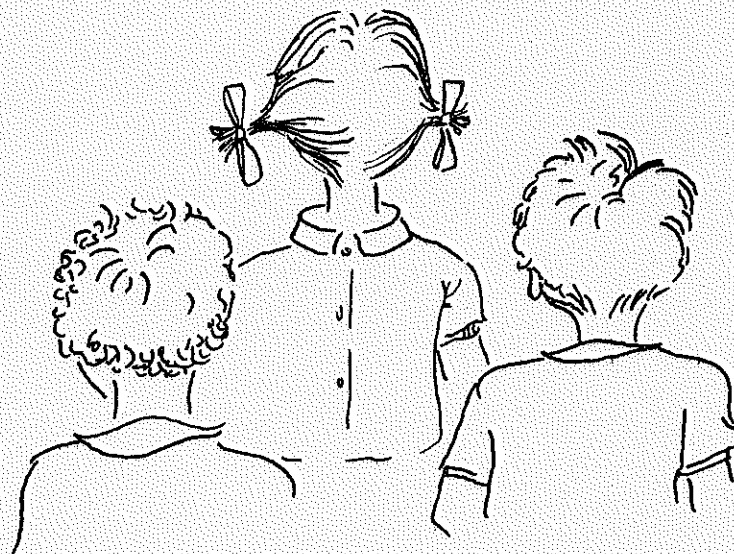
Health protection? Are the health and physical fitness of the child observed daily by the nurse or teacher?
Understanding? Does the teacher respect the individuality of each child?¹

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Facilities Equipment Supplies



Section F
KINDERGARTEN HANDBOOK
Iowa State Department of Public Instruction
Des Moines
1966

FACILITIES, EQUIPMENT, AND SUPPLIES

The kindergarten room should be a happy, pleasant place in a spacious sunny area. The walls of the room are a restful color. Work, activity, and play centers are located about the room. The kindergarten classroom, which serves a variety of activities, should be spacious, well-lighted and well-ventilated. It is the center of the child's school experiences, and should be designed for many learning activities.

Activity areas should include a work space, art center, a science and nature area, library corner, a music center, and a sharing and social area. The central part of the room may be used for games, rhythms, indoor play, and large projects. Related areas such as toilets, cloakrooms, and well-designed storage spaces should be incorporated within the kindergarten suite. Plumbing facilities within the classroom, sink and drinking fountain, should be of a correct height for small children, and should be conveniently located. An adjoining bathroom, restroom, or toilet rooms should have proper ventilation and doors for privacy.

The kindergarten should be located on the first floor on street level of the building. It should be easily accessible with a separate entrance. It is desirable that the kindergarten entrance or exit open directly into a fenced play area assigned for younger children. In Iowa because of inclement weather, an all-weather play surface is recommended.

Fixed equipment used for active play such as climbing, sliding, and swinging should be placed along the perimeter of the play area. Surfaces under apparatus where children may fall should be sand, sawdust, or other soft materials. In many communities, the outdoor play space necessitates a fenced-in area to insure safety. This space should include a hard surface for wheel toys, and a soft area for digging.

Outdoor equipment

Provision should be made for equipment which promotes development of muscles, and stimulates initiative on the part of the kindergarten child. The equipment located in the outside area should provide a laboratory for learning activities; such as, dramatic play, playing with and on equipment, playing and working with sand and water, playing with wheel-toys, digging and gardening, observing nature, and taking walks.

Stationary apparatus should be firmly anchored and the portable equipment, after use, returned to the storage area. Suggested equipment includes:

Swings, jungle gym or climbing fence, low teeter-totter, climbing horses, planks, wooden ladders with cleats, heavy wooden boxes, saw horses, kegs, slides

Balls, 6" to 10" for kicking, throwing, and bouncing, and bean bags

Broomsticks, hoops, wooden boxes, garden tools, and reins

Sandbox with cover if desired by the teacher.
(Cover made by nailing oilcloth to one side of box. Fasten other side to a lath, turn the oilcloth back when children are playing in sand; cover when not in use.)

Crawling--through-apparatus, large concrete tile, packing boxes, hollow blocks

Wagons large enough to hold a kindergartner, tri-cycles of proper size, wheel toys, walking boards

Swings with canvas bucket seats; tools for sand and garden; barrels, tires, large logs; storage unit for portable equipment

A good kindergarten classroom should contain 1,200 to 1,500 square feet. A room almost square is better for furniture arrangements, placement of equipment, and activity centers. In this type of classroom, there is adequate space for project work and for several small groups of children participating in multiple activities. A kindergarten room should have ample natural lighting. A room with a southern exposure is recommended.

Covering for the floor should be durable, noise reducing, resilient, and easy to clean. The floor should be warm and free from drafts. Insulated floor covering is needed in one area of the kindergarten classroom.

An open space or area should always be available for the entire group to have dramatic play, rhythms, games, or group get-togethers.

Furniture in the kindergarten room should be comfortable but sturdy and light in color, and it should be light in weight so it may be easily moved or shifted. Appropriateness in size and design should be a major concern of administrators and the teacher.

Classroom equipment and furnishings

Posture-type chairs, one for each child, 12" to 14"
Tables: Height varies from 20" to 24"
Tables: Extra tables for science, library, displays
Teacher's desk, table, or chair
Adult chair or chairs for visitors
Teacher's locker or cloak closet
Cabinets, cupboards, shelves for storage

Two or more portable units for storage
 Sink with bubbler or drinking fountain
 Drinking fountain near outside play area
 Lockers, hooks or racks for wraps
 Toilet rooms
 Bookcase with slanting shelves
 Mirror (hung or mounted low)
 Playhouse with furnishings and equipment
 Work bench with tools and pieces of soft wood
 Listening and viewing area with equipment
 Baskets, boxes, plastic containers for use with
 materials or equipment
 Cots, rugs, or mats for rest periods or use when
 sitting on floor
 Clock with large face and Arabic numerals
 Building blocks: wood, heavy cardboard
 Manipulative toys and materials
 Window shades and window stick

Areas for constructive and creative activities

Kindergarten children need to work with things. They think with things much more than abstract experiences. Encouragement to participate is provided for the five-year-old when the kindergarten room is arranged in centers or areas of interest. Throughout the year a variety of needs and interests must be met. The kindergartner needs:

- Things that will help in his physical development.
- Things which may be used in dramatic play and which will help him in relating his experiences to the activities.
- Work materials which will acquaint him with a variety of experiences.
- Work materials which will assist him in making decisions.
- Play materials which will help him in sharing, releasing tension, and expressing himself creatively.

The library center or area should be located in a light, cozy, and inviting portion of the room. Low, open bookshelves should be provided for the display of objects and open books borrowed from the central library or instructional materials center. A low table for reading with appropriate chairs for use by the children is located in the library center. It is in this area the picture books, picture storybooks, and colorful pictures will be used by the teacher for pupil-sharing both in groups and by one or more children with a friend.

Meaningful displays and purposeful exhibits should be provided in several viewing areas. Ample tack-board space along the full length of the inside wall is desirable. The tack-board material should be soft enough to receive mounting tacks easily. The bottom of the tack-board display area should be not more than 20" above the floor. In other words the purpose of the display areas should be for pupils to view their own work and the work of other kindergartners.

Pictures, mounted and unmounted, needed for display and instruction, should be a part of the school's central flat material file and the teacher's file within the classroom.

The music center has a low-sized piano, a record player, a few rhythm instruments, and occasionally a tape recorder from the school instructional materials center.

Records should be available from the central materials center. These records would include stories with musical accompaniments, short simple songs, selections for appreciation, and simple physical rhythmic activities. The latter records enable kindergarten children to portray movements of animals and moving things, galloping and running, walking and skipping.

Rhythm instruments such as bells, triangles, sticks, and drums should be used to illustrate sounds and especially in connection with singing. The high and low tones of tapping on bells, a bit of experimentation with tempo, using sticks or drums, enables the kindergartner to begin distinguishing a variety of sounds around him. Discovery of sound and pitch is begun through the use of a bell, a rattle, a gong, or a drum rather than an attempted performance using rhythm instruments by all pupils at the same time.

Blocks and toys need to be stored in cabinets, in chests both stationary and portable, in drawers, on low open shelves, and in cupboards. Floor space for block construction near the major storage area is encouraged.

Manipulative materials

- Wooden and plastic beads, shoelaces
- Wooden and plastic puzzles, cabinet holder
- Blocks: large and small, different sizes and shapes
- Tinker toys, Lincoln logs
- Snap beads, snap-blox, animals
- Large pegs and pegboards
- Large dominoes
- Lotto games such as animal, bird, fruit, flower
- Cloth hand puppets, stick puppets
- Wheel toys: trains, wagons, tractors, trucks, airplanes
- Bean bags, balls: several sizes
- Yarn balls (knit and stuffed with nylon)
- Nests of boxes for building
- Toy animals: wood, plastic, rubber
- Mannequins: wood, plastic, rubber
- Telephones
- Cash register
- Scales
- Balls of several sizes

Dramatic play materials

- Dress-up box
- Dolls, doll clothes, doll carriage
- Playhouse
- Playhouse furniture
- Toy-cleaning tools
- Dress-up box or suitcase
- Toy luggage equipment
- Hats: policeman, fireman, astronaut, soldier, sailor, others
- Transportation equipment: wagon, tractor, automobile, wheelbarrow, tricycle

Wood construction

- Work bench
- Saws: coping, crosscut
- Hammers: claw, mallet
- Clamp or vise
- Sandpaper
- Nails
- Wood--soft pine scraps
- Screwdriver
- Pliers
- Paint brushes
- Water paint
- Rulers
- Pencils

Science materials

- Jars for specimens
- Plastic containers
- Terrarium
- Aquarium, dip net, soft rubber hose
- Pet cage, insect cage, loop wires
- Magnet, nails, scales
- Compass
- Magnifying glass
- Pulleys, string
- Mirror
- Prism
- Barometer
- Flower pots, watering pot
- Scales
- Bird feeding station attached to window
- Pictures
- Shelf area for display
- Table for objects
- Thermometers: large outdoor and indoor

Language arts equipment

- Flannel boards
- Simple hand and stick puppets
- Tell-a-story figures
- Many picture books (teacher and pupil use)
- Many books for teacher to read to pupils
- Picture collection (school visual aids file)
- Availability to filmstrip projector, filmstrips, screen
- Availability to tape recorder
- Record player
- Listening records
- Matching picture games
- Viewmaster with slides

Arts and crafts materials

- Scissors: blunt 5", teacher 10"
- Crayons; eight colors, chalk
- Paste and individual paste jars
- Clay (jar, cover, sponges)
- Easels (double with holding trays for paint)
- Easel clips
- Paint (finger, water)
- Paint brushes (easel $\frac{1}{2}$ ", also a few 1" and $1\frac{1}{2}$ ")
- Paper:
 - Newsprint, plain: 9" x 12", 12" x 18", 18" x 24"
 - Finger paint
 - Construction, all colors
 - Wrapping, one or two rolls
 - Poster, all colors: 9" x 12", 18" x 24"
 - Manila
- Tag boards: two or three sizes
- Masking tape
- Paper cutter (teacher use)
- Scraps of materials
- Special materials for holidays
- Stationery supplies and materials designated by kindergarten teacher
- Sewing materials: large eye needles, yarn, cotton, burlap, unbleached muslin

Housekeeping (clean-up) equipment

- Squares of cloth, dustcloths
- Chamois, sponges
- Trays, baskets, pails
- Plastic containers: pans, bowls, vases, pails, baskets
- Brushes, broom
- Soap, detergent, cleanser
- Paper towels, absorbent paper or material

The core of a modern kindergarten program centers around the activities and experiences encouraged or directed by the classroom teacher. For kindergarten children the classroom space and facilities, materials, and equipment should be adequate enough to enable freedom of activity, provide for a breadth of experiences, and initiate creative exploration during the first year of formal education.

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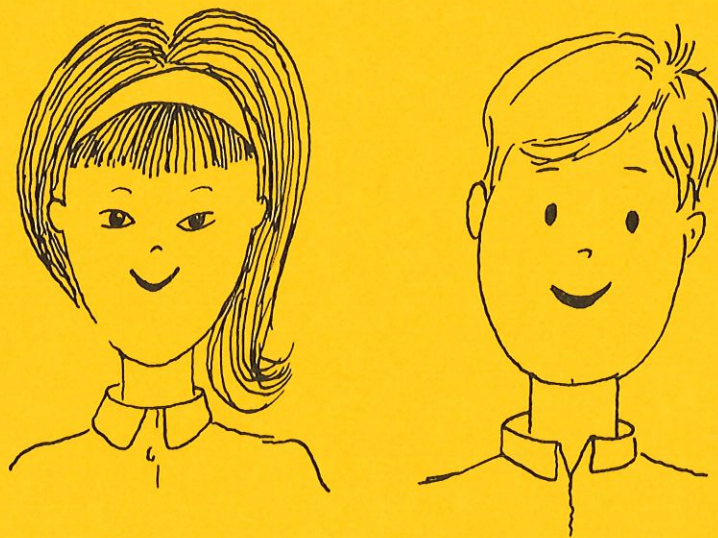
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What Does It Mean To
Provide Adequately for



5-year-olds?

Section G
KINDERGARTEN HANDBOOK
Iowa State Department of Public Instruction
Des Moines
1966

What does it mean to
provide a quality of



2 years - 1897

THE UNIVERSITY OF CHICAGO
LIBRARY
1897

WHAT DOES IT MEAN TO PROVIDE ADEQUATELY
FOR FIVE-YEAR-OLDS AT SCHOOL?

This conclusion is designed as a guide to all concerned with evaluation of their local school situation involving five-year-olds. The statements may be seen as standards against which a specific program may be measured. Since some statements cannot be made concrete and specific, a degree of understanding and knowledge of children and educational principles will be required on the part of the reader, whether administrator, teacher, or parent.

1. *Because Fives are active, it means--*

Cleanliness, ventilation, light, and warmth, to assure hygiene and health.

Space--In kindergarten classrooms 15 square feet per child is frequently recommended.

Equipment and materials to encourage "doing."

Time and freedom allowed for experimentation and discovery, so that children learn by doing rather than by doing rather than by formal teaching.

Outdoor play periods supervised by the teacher.

A teacher who understands and makes activities educational for children.

2. *Because Fives fatigue easily, it means--*

Rugs or cots for children to use during rest periods.

Shades, blinds, or drapes to draw, inviting quiet relaxation (even skylight from north windows can strain eyes and prevent rest).

Program flexible enough to meet individual needs.

A teacher sensitive to signs of straining and fatigue.

3. *Because Fives need nourishing food, it means--*

Morning or afternoon lunch--milk, fruit, or other food according to needs of the children.

A teacher who sees opportunity for health and social education in refreshment period.

4. *Because Fives have incomplete muscle control, it means--*

Space, equipment, and time for daily participation in entire-body activities, developing grace and coordination (skipping and running, climbing, lifting, pushing and pulling).

Materials involving development of finer coordination (scissors, large beads, clay, puzzles).

Limited activities involving reading and writing.
A teacher who recognizes various levels of maturity and individual needs, and who, therefore, does not impose her standards.

5. *Because Fives are sociable but still self-centered, it means--*

Class size maintained at a minimum to permit social living free from undue teacher-direction (20-25 is considered a normal kindergarten group).

Encouragement to work in self-chosen small groups or occasionally alone for some period during each day.

A teacher who respects the child's social immaturity, and helps him to grow.

6. *Because Fives seek acceptance from children their own age, it means--*

A teacher should help each child to a recognized place in the group.

7. *Because Fives need affection, it means--*

A teacher who genuinely and naturally shows affection for her children, and encourages them to express the kindness they genuinely feel.

8. *Because Fives are relatively poised, it means--*

Time--a program flexible enough to permit children to solve their problems, complete plans, and so forth, without frustration.

Experiences which develop growing independence (planning, choosing, independent solving of personal problems).

A teacher who understands how emotional growth takes place and accepts five-year-old emotional behavior in that light, while at the same time helping the children to more mature feeling and expression.

9. *Because Fives are inexperienced with many things, it means--*

Freedom for children to investigate and question.

Things in the schoolroom to challenge children's interests in the world of nature (plants, pets, specimens, pictures, and so forth).

Acquaintance with people who touch his school and community life, developed through natural associations related to his activities.

Opportunities to seek answers to his questions and make new and further discoveries in the out-of-door world and the social world in which he lives through excursions, invited guests, exchanging experiences, bringing things from home.

Books which help answer questions and develop interests.

A teacher who has an inquiring mind and a real interest in helping children "learn."

10. *Because Fives have limited mental powers, it means--*

A clear understanding of the child which may be gained through:

Conferences with parents, which reveal the child's personal history.

Cumulative records begun the first year of school.

Tests used when needed to ascertain level of maturity.

Observations of children in home, school, and community situations.

A school program which will permit each child to develop naturally, normally, at his own rate.

11. *Because Fives need to be free with language, it means--*

A classroom situation which provides:

Opportunities for children to express themselves through social living.

12. *Because Fives are creative, it means--*

Many materials to manipulate in his own way--clay, paints, crayons, blocks, playhouse equipment.

Experimenting with musical and rhythmic materials, science materials, language, in creative storytelling, dramatization, art materials.

A teacher who encourages and promotes self-expression.

13. *Because Fives are realistic and concrete, it means--*

Real experiences for children which are many and varied in a rich school and community environment.

14. *Because Fives are persons, it means--*

Parents cooperating through conferences, school visiting, provision of special materials to help the school develop the best possible learning experiences for their child.

Activities so organized as to freedom of choice, flexibility of time and other conditions, that each child can use his best powers with confidence that he has a real contribution to make.

Materials sufficiently varied to meet individual growth needs.

A teacher who respects each individual child and values his independent action.

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